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ABSTRACT

This report details the human resources development activities undertaken at Cypress College (CC) using Assembly Bill 1725 funds. The report includes information on activities conducted during the 1989-90 school and those planned for the 1990-1991 school year, along with results from needs assessments and evaluation surveys. The plan is divided into 12 sections presenting the following information: (1) the background to CC's human resources activity, describing the development and function of the Staff Development Steering Committee (SDSC); (2) a college staff and organizational flow chart; (3) details about the SDSC members' selection, terms, and responsibilities, and the committee's meeting times and operations; (4) staff development evaluation activities conducted by the SDSC; (5) the SDSC's statement on institutional productivity; (6) student population and ethnic composition data; (7) a description of CC's efforts to reformulate the institution's strategic plan and educational philosophy; (8) a description of the needs assessment surveys undertaken by the SDSC; (9) CC's staff development goals and activity plan for the 1990-91 school year; (10) SDSC funding allocation by activity type, listing the activities planned for the various employee groups for the 1990-91 school year and the goals they seek to fulfill; (11) a review of the SDSC activities from the 1989-90 school year and the evaluation strategy employed; and (12) a brief summative conclusion. Eighteen appendixes include: project proposal application forms; a SDSC meeting schedule; needs assessment survey forms and survey results; program evaluation forms and results; and a schedule of flex day (paid leave time) activities for employees. (GFW)

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HUMAN RESOURCES DEVELOPMENT PLAN
1990-91

by

Carmelita Thomas
and
Staff Development Steering Committee

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HUMAN RESOURCES DEVELOPMENT PLAN
1990-91

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Susan Britton, Chair, Staff Development Coordinator

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Kathryn Fay

Kathryn Fay, Faculty, Adult Education

Betty Germanero

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Susan Meyer

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CYPRESS COLLEGE
HUMAN RESOURCES DEVELOPMENT PLAN 1990-91

BACKGROUND

Since its founding in 1966 Cypress College has maintained a policy of encouraging and facilitating the continuous development of its staff's professional skills. As Terry O'Banion of the League for Innovation in the Community College stated: "Staff development today can be viewed as the "heart" of the community college body. It is the organ that pumps life-giving blood and new vitality into the individuals and programs that make up this institution of higher learning."[1] In adhering to this belief, Cypress College established programs for staff renewal in the form of sabbaticals and mini-sabbaticals for faculty and administration, educational opportunity incentives for all employees, and a series of on-campus lectures and workshops. Later, when post-Proposition 13 cutbacks reduced the funds available for such activities, the adoption of a flex calendar facilitated the development of seminars and workshops led by members of the school's own staff.

With the implementation of the AB1725 mandate for professional growth and renewal and the actual disbursement of funds for staff development in the Spring of 1989, the on-going effort was expanded and reorganized. A Staff Development Steering Committee (SDSC) with representatives from all segments of the staff and a chair for the committee were selected, and the process for allocating the new funds was established, as described in the following section. In the year and a half that followed, a variety of activities were implemented that expanded opportunities for renewal and upgrading of skills to classified staff as well as faculty and administrators. A series

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[1] Terry O'Banion. Innovation in the Community College. New York: American Council on Education and MacMillan Publishing Company, page 177.

of retreats and a yearly college colloquium were held, creating a strengthened spirit of cooperation within the whole college community, opening new avenues of communication among the different segments and fostering new opportunities for staff development.

Building upon this foundation, the SDSC has designed a varied, but coherent, plan of activities for the 1990-91 school year. The current plan is directly integrated with the recently formulated Cypress College Strategic Plan and with the educational philosophy and goals it includes. (See appendix A - Cypress College, Educational Philosophy and Goals, unpublished document).

CYPRESS COLLEGE STAFF AND ORGANIZATIONAL CHART

Cypress College is one of two colleges in the North Orange County Community College District, which also includes an Adult Education Unit with three centers. The Chief Executive Officer of the North Orange County Community College District is the Chancellor, Dr. Thomas Harris. He oversees the operation of the two colleges and of the Adult Education Unit. The Chief Executive Officer of Cypress College is the President, Dr. Kirk Avery. The college's administration is divided into three main sections supervised by three Vice-Presidents - Instruction, Administrative Services and Student Services. (See Appendix B, Organizational Chart).

Cypress College has a total of 954 employees, distributed as follows:

Certificated Full-Time	333
Certificated Part-Time	336
Classified	254
Administrators	31

STAFF DEVELOPMENT STEERING COMMITTEE: MEMBERSHIP, SELECTION, ROLE OF MEMBERS

The Staff Development Steering Committee is composed of ten members. Their selection, roles within the committee and length of terms are as follows:

Three Faculty members appointed by the Academic Senate:

Sue Britton, Instructor, Language Arts, SD Coordinator and SDSC Committee Chair - First year of a three year appointment;
Bill Parmenter, Counselor, Outgoing Committee Chair - Second year of a three year appointment;
Rosalie Janish, Instructor, Health Sciences - Third year of a three year appointment.

Three classified employees appointed by the California School Employees Association:

Deann Burch, Secretary, Career Center and Re-entry Program - Third year of a three year appointment;
Betty Germanero, Secretary, Science/Math Counseling - First year of a three year appointment;
Susan Meyer, Groundskeeper, Operations/Maintenance - Second year of a three year appointment.

Three management representatives appointed by the President of the College:

Arnette Guyer, Director of Maintenance - Second year of a three year appointment;
Larry Mercadante, Division Dean of Physical Education - First year of a three year appointment;
Carmelita Thomas, Associate Dean of Instruction - Staff Administrator - Indefinite assignment.

One Adult Education representative, appointed by the Adult Education Academic Senate:

Kathyrn Fay, Adult Education Instructor/Counselor - Second year of a two-year appointment;

Secretarial Support:

Kolleen Symmes, Instruction Office Administrative Secretary - provides secretarial support to the Staff Development Committee.

Length of appointments for the original committee members varied from one to three years in order to assure continuity. All new members are appointed for three year terms, staggered in accordance with the original plan.

SDSC MEETINGS

The committee meets bi-monthly during the school year, with extra meetings scheduled for the proposal evaluation process. During the 1989-90 school year, three funding cycles were announced and implemented for funding of activities proposed by individuals or groups. In 1990-91 it was decided that two funding cycles would be preferable. These cycles allow the SDSC to determine the distribution of funds according to committee goals and objectives, and following the 9 categories authorized for use of staff development funds in the AB1725 statute. During the 1990-91 school year meetings will take place on the first and third Monday of the month. (See Appendix C - Schedule of Meetings for the 1989-90 school year).

ROLES OF SDSC COORDINATOR/CHAIR & STAFF ADMINISTRATOR

The Staff Development Coordinator, who also serves as SDSC Chair, is a faculty member selected for a one year renewable assignment and awarded 80% reassigned time while in this function. Selection of the Coordinator is by open application process and interviews carried out by a committee, which includes the Vice President of Instruction, the President of the Academic Senate, the Associate Dean of Instruction, the out-going Chair of the SDSC, and a representative of the SDSC (See Appendix D for Staff Development Coordinator Job Description and Job Announcement).

The Associate Dean of Instruction and her secretary provide administrative and secretarial assistance. Having responsibility for the organization and monitoring of the Flex Calendar, the Associate Dean of Instruction provides liaison between the general Staff Development effort and specific activities organized for Flex Days. (See Appendix E, Flex Schedule). The SDSC committee chair has overall responsibility for implementation of staff development activities, while the staff administrator is responsible for flex activities. At the request of the Associate Dean of Instruction a Flex Schedule Committee was selected with representation from the SDSC and the Academic Senate. This committee will attempt to develop greater coordination between the two programs for professional development.

SDSC OPERATION & RESPONSIBILITIES

Members of the committee represent their respective constituent groups. They shape the staff development program, formulate and conduct the proposal review process, make decisions about appropriate expenditures, and assist in the planning and organization of programs that originate from within the committee. (See Appendix F for Criteria for Proposal Selection, Appendix G Project Proposal Application).

SDSC members are active in regional and state organizations and maintain a constant flow of communication on staff development issues within the college. The Staff Development Steering Committee operates in a thoroughly democratic manner: each member has equal opportunity for input on all matters submitted to the SDSC, and decisions related to expenditures and program approval are arrived at through informal discussion and by general consensus.

The SDSC as a whole is responsible for setting staff development goals and for assuring that they are consistent with institutional goals and objectives. The SDSC review process assures that activities approved by the SDSC implement strategies that will fulfill the college's and the committee's goals and objectives.

More specific duties of SDSC members include:

- communicating to their respective constituencies information on the committee's activities;
- reviewing major documents of the Staff Development Office;
- developing needs assessment surveys;
- determining the distribution of AB1725 allocated funds;
- representing their constituent groups' needs and objectives;
- making suggestions for and developing programs based on the needs of their constituent groups;
- reviewing and approving applications for proposals submitted for funding;
- attending all committee and subcommittee meetings;
- participating in regional and state organizations and other activities related to staff development;
- keeping current with the latest regulations of the Board of Governors and of the District Board of Trustees related to staff development.

Specific duties of the Staff Development Coordinator also include the following:

- setting meeting dates and agendas;
- supervising the recording of minutes of committee meetings;
- administering and analyzing the results of needs assessment surveys;
- informing SDSC members and the entire college staff of events and activities related to Staff Development;
- advertising proposal submittal deadlines, and overseeing their receipt and evaluation;
- implementing committee sponsored activities;
- coordinating with other campus committees and with other colleges' staff development committees;
- publishing the SDSC newsletter;
- assisting the staff administrator with budget monitoring.

As needed ad hoc subcommittees are created to handle specific assignments.

EVALUATION

The SDSC decided that to obtain a thorough appraisal of staff development programs and activities carried out under its supervision evaluation would occur at two points in time: one at the conclusion of the activity and again at a three-month interval. To maintain an on-going needs assessment process, in addition to the survey procedure described below (see SDSC Needs Assessment pg. 10), evaluation questionnaires include entries where respondents indicate what additional areas and subjects they would like to have covered by future activities and what they would like to have deleted. To assure compliance with the evaluation process, individuals whose proposed activities have been approved for funding receive a memo advising them of their obligation to complete both questionnaires.

Evaluation forms provide information on the respondent's employment status and division affiliation, with name included on a voluntary basis. Identification of employment status and division affiliation allows a more accurate assessment of participation by the different segments of campus staff. It also permits determination of how well each division and each individual's unique needs have been satisfied by group and individual activities. The evaluation process was initiated in Fall 1989. (See Appendix H and I - First and Second Evaluation Forms).

INSTITUTIONAL PRODUCTIVITY

Scholars of leadership and organizational productivity have established that for a team to achieve the highest level of performance, it must operate in an environment of uninhibited, open communication and cooperation.[2]

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[2] Robert Birnbaum, How Colleges Work: The Cybernetics of Academic Organization and Leadership, San Francisco: Jossey-Bass, 1989. Pp. 220-1

Such an environment of internal harmony is as important as the combined knowledge and skill level of the members of the team.

Furthermore, recent studies of community colleges have identified changes in the ethnic composition and age level of their students, with a marked increase in groups of non-European descent. At the same time, however, the composition of community colleges' faculty and staff has remained largely unchanged in the last fifteen years, with the exception of increase in age.[3] Cypress College falls into this typical pattern and is currently developing activities and processes to remedy the situation.

CYPRESS COLLEGE STUDENT POPULATION AND SERVICE AREA

Like most of Southern California, the community served by Cypress College is rapidly becoming multi-ethnic and multi-cultural in its composition. The college staff, on the other hand, has remained mostly unchanged since the school's opening.

Estimates provided by the Orange County Hall of Administration from their Progress Report, that is updated every two years, show that the ethnic/racial distribution in Orange County had changed as follows in the period from 1980 to 1988:

	1980	1988 (Estimated)
Asian	86,893 - 4.5%	175,875 - 7.7%
Black	25,287 - 1.3%	36,558 - 1.6%
Hispanic	286,339 - 14.8%	462,210 - 20.4%
White	1,669,314 - 86.4%	1,531,642 - 67.8%

(No figures available for Filipino).

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[3] ACE Factbook of Higher Education, New York: ACE-MacMillan, 1989.

The overall make up of Cypress College student population, analyzed in March 1990, includes the following ethnic/racial distribution:

American Indian	1.78%
Asian	11.29%
Black	3.19%
Filipino	3.52%
Hispanic	10.79%
White	64.39%
Other	5.04%

A study of Cypress College faculty and staff conducted in March 1990, shows that the 954 employees are distributed among the following ethnic /racial groups:

American Indian	.4%
Asian	3.7%
Black	1.2%
White	90.9%
Hispanic	2.9%
Filipino	.8%

(See Appendix J - Affirmative Action Report and Orange County/City Profile - Demographic Information - March 1990)

There is a discrepancy between the ethnic/racial make up of the faculty and that of the student body and of the community's population. Affirmative Action programs implemented for hiring new staff will slowly remedy this imbalance, but other action has to be taken immediately in the form of inter-cultural awareness activities sponsored by the college, with the cooperation of the SDSC.

INSTITUTIONAL GOALS AND PLAN

Aware of changes in the service area and student population documented above, but wishing to maintain the college's programs responsive to the community's current and projected

educational needs, Cypress College President, Dr. Kirk Avery, sponsored a re-formulation of the institution's strategic plan, including the college's educational philosophy and goals. A campus committee was selected in Spring 1990, the President's Planning and Advisory Committee, representing all segments of the Cypress College community - students, faculty, administrators and classified employees. The recently completed re-formulation of the strategic plan has not yet been published, but the portion containing the college's educational philosophy and goals was obtained for the preparation of this report and for use and adaptation by the SDSC for its 1990-91 plan. (See Appendix A - Cypress College Educational Philosophy and Goals, Unpublished Document).

Goals and objectives for activities to be sponsored by the Cypress College SDSC during the 1990-91 school year are based on a combined interpretation of needs identified through needs assessment surveys and those derived from an interpretation of the educational philosophy statement.

SDSC NEEDS ASSESSMENT

The first comprehensive needs assessment survey conducted in response to the AB1725 mandate was held in Spring 1989. The needs it identified continue to guide the selection of staff development activities and expenditures. (See Appendix K - Spring 1989 Needs Assessment Survey and Appendix L, Spring 1989 Needs Assessment Results).

To ensure the cooperation of staff and the collection of relevant information, the SDSC decided to conduct comprehensive needs assessment surveys every other year. During the alternate year a survey is conducted through information obtained from requests for activities solicited in the

evaluation questionnaire, and through informal polling of constituencies by members of the SDSC. (See Appendix M - Alternate Year Needs Survey).

In Spring 1990 an alternate year survey was conducted as described above. Results of the two sources for the alternate year needs assessment and institutional goals are the basis for the SDSC funding decisions and selection of activities for 1990-91. (See Appendix N = Results of 1989-90 Needs Survey).

CYPRESS COLLEGE STAFF DEVELOPMENT GOALS AND ACTIVITY PLAN

The educational philosophy of Cypress College is to "provide students with the means to attain their maximum potential through the development of intellectual, social and physical skills in a collegiate atmosphere." [4]

To accomplish the institution's educational mission the college's faculty and staff need to:

a) operate at their highest level of performance by constantly renewing and updating their training, knowledge and skills;
b) be aware of changes taking place in the community they serve;
c) be prepared to respond to the changing needs of their service community, including changes in its ethnic and cultural composition;
d) maintain a work environment of cooperation and harmony within the college community.

To contribute to the achievement of these goals during the 1990-91 school year the Cypress College SDSC will:

1. Sponsor and support activities to enhance the professional development of Cypress College faculty and staff, including the updating of teaching methodology for the various disciplines and the improvement of classroom skills;
2. Procure and distribute information, and sponsor training, on how to improve student success through the latest advancements in instructional technology;

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[4] Appendix A. Cypress College Educational Philosophy Statement.

3. Procure and distribute information, and sponsor training, on how to improve non-teaching activities through the latest technological equipment;
4. Encourage and support activities and events that promote better understanding and appreciation of the different cultural groups present within the community and the student body;
5. Encourage and support activities to provide additional training to non-teaching staff, both classified and administrative;
6. Implement activities and programs that promote recognition of employee accomplishments.

1990-91 STAFF DEVELOPMENT & FLEX DAYS ACTIVITIES

FUND DISTRIBUTION AND TIME-LINE

In developing general guidelines for the expenditure of funds it was agreed that the SDSC preferred to support a variety of activities aimed at the institution as a whole, at groups, including departments and/or divisions, and to also retain a sizable sum, not to exceed 35% of the AB1725 funds, for conference attendance and for projects proposed by individuals. It was also decided that during the 1990-91 school year there would be only two funding cycles for special project proposals from groups or individuals, one during the Fall Semester and one early in the Spring Semester. The planned distribution of 1990-91 funds is as follows:

Activities Sponsored by the SDSC:

All-Campus Colloquium	$ 7,000
Retreats (Classified)	$ 4,000
4 Instructional Skills Workshops	$ 5,000
Special Project Proposals	$ 32,000
Classified Hourly/Student	$ 4,000
Faculty Coordinator	$ 9,000
Supplies	$ 2,000
Travel	$ 584
Total Allocation	$ 63,584

All funds will be spent during the 1990-91 school year.

Following an analysis of needs expressed by college staff through the informal, alternate year survey, the following activities were selected for 1990-91:

ALL CAMPUS:
Cultural Diversity
Colloquium
Community College Exchange Program
Staff Development Committee Members Inservice
New Employee Program
New Employee Video
Resource Center
"Hot Files"
Conference Attendance - not to exceed 35% of total allocation
Publications
Retreats

FACULTY:
Instructional Skills Workshops
Mentor Program
High School Articulation
Staff Inservice (AB1725, i.e. Peer Evaluation)
Staff Development for Part-Time Faculty
Great Teachers Seminar
Classroom Based Research
Flex Day Activities
Retreats

ADMINISTRATION:
Effective Committee Leadership and Membership
Self-esteem Enhancement
Assertiveness Training
Strategies for Career Advancement
Retreats

CLASSIFIED:
Mentor Program
Membership in the Orange County Department of Education Center for Classified Employees Development
Classified Colloquium

STAFF DEVELOPMENT GOALS & ACTIVITIES

The following list of SDSC sponsored activities presents them in relation to the goal they fulfill and includes those scheduled to take place as part of the Flex Calendar.

GOAL # 1: Sponsor and support activities to enhance the professional development of Cypress College faculty and staff, including the updating of teaching methodology for the various disciplines and the improvement of classroom skills.

ACTIVITIES:
Instructional Skills Workshops
Great Teachers Seminars
Classroom Based Research
Conference Attendance
Staff Development for Part-Time Faculty
New Employee Program
New Employee Video
Mentor Program
Retreats
All College Colloquium

GOAL #2: Procure and distribute information, and sponsor training, on how to improve student success through the latest advancements in instructional technology.

ACTIVITIES:
Computer Training Workshops
Interactive Video Laser Disc Enhanced Instruction
Technological Advances in the Library

GOAL #3: Procure and distribute information, and sponsor training, on how to improve non-teaching activities through the latest technological equipment.

ACTIVITIES:
Membership in Orange County Department of Education Center for Classified Employees Development
Workshops Requested by Individuals

GOAL #4: Encourage and support activities and events that promote better understanding and appreciation of the different cultural groups present within the community and the student body.

ACTIVITIES:
Cultural Diversity Programs
Seminars on current issues, arts and humanities
Retreats

GOAL #5: Encourage and support activities to provide additional training to non-teaching staff, both classified and administrative.

ACTIVITIES:
Self-esteem and Assertiveness Training
Strategies for Career Advancement
Response to emergencies and to abnormal behavior
Retreats

GOAL #6: Implement activities and programs that promote recognition of employee and student accomplishments.

ACTIVITIES:
Outstanding Faculty Award
Staff Recognition Programs

REVIEW OF STAFF DEVELOPMENT ACTIVITIES FOR 1989-90

During the 1989-90 school year Cypress College SDSC funded a large variety of activities for groups and for individuals according to the criteria authorized by the AB1725 statute. Also, various on-campus and all-staff activities were developed by the SDSC in order to implement goals and objectives set by the committee as a result of the needs assessment survey. Two guiding themes provided the focus for 1989-90: building community and cultural diversity awareness. As can be seen from the lists that follow these themes were addressed in a variety of forms, including an all-campus colloquium, division and department retreats, on-campus workshops and lectures, and by ensuring campus-wide participation in staff development opportunities.

The first set of project proposals for 1989-90 did not include any from classified employees. Classified members of the SDSC decided to hold a mini-workshop to inform their colleagues of availability of staff development funds and to guide them through completion of the proposal form and of preparation for a special project. The workshop had excellent results, and the following two funding cycles received a number of special project proposals from several members of the classified staff. The group decided also to hold a retreat during the 1990-91 school year.

The following report covers activities conducted, groups served, Cypress College SDSC needs met, AB1725 category fulfilled, evaluation results. Some activities took place in Summer, 1989, others in Summer 1990, finally others are scheduled to continue in the course of the 1990-91 school year.

Activities are first listed by kind, then by staff group that participated in the activity (certificated, classified, administrative), finally by the number of the category authorized by the AB1725 statute.

ON-CAMPUS LECTURES

Carlos Cortes on "Cultural Diversity"

RETREATS & COLLOQUIA

All Campus Colloquium
Implementing Reform - Instructional Administrators
Leadership Workshop for Office of Instruction
Language Arts Division Conference

WORKSHOPS - IN-HOUSE

Dr. Gregor Edwards, How to Deal with Members of Other Cultures Workshop for Office Employees
Division/Instructional Communications Workshop
Staff Development Awareness Workshop for Classified - Burch, Bussey, Meyer
Management Development Workshop - District Management Group
Fine Arts Professional Artists Series - Ellen Berger & Terry O'Brien
Sharing Governance (Flex Day Activity) - Nancy Deutsch
English Department Mini-Conference - Marsha Jeffer
Understanding the CSEA Contract - Larry Shackleton
CPR Training/Certification
Computer Odyssey
Effective Teaching Skills for Adjunct Faculty -Carmelita Thomas
Instructional Skills Workshop Training - for two facilitators
Instructional Skills Workshops - 4 conducted on Campus by Cypress College Trained Facilitators for 20 participants

WORKSHOPS - EXTERNAL

How to Manage Multiple Priorities - Lovice Mackay
Using Computers in Education - Campus Computer Committee
Interactive Video Workshop - Don Blanchard
Workshop on Nursing Process and Diagnosis - Tamera Rice & Andrea Hannon
Computer Networking Symposium for Certificated and Management - Kay Bruce
CCC Student Financial Aid Administrators Association
CACCRAO South Workshop on Cultural Diversity
"Using Tools Safely" - Maintenance Workshop
Faculty Development Institute: Workshop on Classroom Research - Sue Britton and Ruth Jackson

SUBSCRIPTIONS, MANUALS, PRINTING

"Teaching Excellence" - William Parmenter
Purchase of Instructional Material for Adjunct - Carmelita Thomas
Institutional Membership to the 1990-91 Community College Exchange Program
Cultural Diversity Calendar
Membership in Orange County Department of Education Center for Classified Employees Development

CONFERENCES

NISOD International Conference on Teaching Excellence - Susan Britton, Recognition as Teacher of the Year, 1988-89
Image and Communication Skills for Women - Nadine Clewett
American Anthropological Association - Henry Koerper
17th National Learning Resources Conference - Chester Dalton
Western Education Computing Conference - John Buchanan
Conference on College Composition & Communication - Barbara Marshall and Carol Schneebeck
American College Theater Festival - Connie S. Lowery
National Computer Graphics Association - Mary Rothera
California Reading Association - Charles J. Licari
California Association of Postsecondary Education for the Disabled - Bob Nadell
High Sierra Clinical Conference - Shirley Ashburn
Technology and Persons with Disabilities - Barbara Bennett
Infocom International Exposition & ACET Annual National Convention - Don Blanchard
Superstars in Support of Successful Schools - Janice Cutright and Kolleen Symmes
Revitalizing the Teaching of Literature in the California Community College - Joan Daniels
High Sierra Critical Care Conference - Roseanne Florentine
CADP Annual Meeting: Bridges to the 21st Century - Andrea Hannon
Certified Strength and Conditioning Specialist with Pre-exam Symposium - Diane Henry
Great Teaching in Occupational Education - Leader Training Workshop - Jeff Horsley
Latina Leaders in Action - Therese Mosqueda-Ponce
TESOL - Sara Nuttleman
Society of Radiologic Technologists - Bob Parelli
American Baseball Coaches Association Convention - Scott Pickler
Geological Society of America Annual Meeting - Nick Polizzi
Society of Radiologic Technologists - Lynn Ross
ACCCA Annual Conference - Carmelita Thomas
Implementing the Information-Based Organization - Dave Wassenaar
Developing a Comprehensive Faculty Evaluation System - Bob Chamness

LIST BY STAFF GROUP PARTICIPATING

ALL STAFF
All-Campus Colloquium
Carlos Cortes Lecture on "Cultural Diversity"
Cultural Diversity Calendar
Computer Odyssey
CPR Training/Certification
Using Computers in Education

CERTIFICATED FULL-TIME
Division/Instructional Communications Workshop
Fine Arts Professional Artists Series
Sharing Governance
English Department Mini-Conference
Instructional Skills Workshop Facilitator Training
Instructional Skills On-Campus Workshops
"Teaching Excellence" Subscription
Institutional Membership in the 1990-91 Community College Exchange Program
Developing a Comprehensive Faculty Evaluation System
Language Arts Division Conference
Workshop on Nursing Process and Diagnosis
Computer Networking Symposium for Certificated and Management
CACCRAO South Workshop on Cultural Diversity
Faculty Development Institute: Workshop on Classroom Research
NISOD International Conference on Teaching Excellence
American Anthropological Association
Western Education Computing Conference
Conference on College Composition and Communication
National Computer Graphics Association
California Reading Association
High Sierra Clinical Conference
Technology and Persons with Disabilities
Revitalizing the Teaching of Literature in California Community Colleges
High Sierra Critical Care Conference
CADP Annual Meeting: Bridges to the 21st Century
Certified Strength and Conditioning Specialist Symposium
Great Teaching in Occupational Education
Latina Leaders in Action
TESOL
Society of Radiologic Technologists
American Baseball Coaches Association Convention
Geological Society of America Annual Meeting
Society of Radiologic Technologists
Implementing the Information-Based Organization

CERTIFICATED - PART-TIME
Effective Teaching Skills for Adjunct Faculty
Instructional Material for Adjunct

CLASSIFIED

Dr. Gregor Edwards, Workshop on How to Deal with Members of Other Cultures for Classified Employees
CCC Student Financial Aid Administrators Association
How to Manage Multiple Priorities
Superstars in Support of Successful Schools
Understanding the CSEA Contract
Image and Communication Skills for Women
American College Theater Festival

ADMINISTRATORS

Implementing Reform - Instructional Administrators
Leadership Workshop for Office of Instruction
Interactive Video Workshop
Computer Networking Symposium
ACCCA Annual Conference
Infocom International Exposition and ACET Annual National Convention
California Association of Postsecondary Education for the Disabled
17th National Learning Resources Conference

LIST BY AB 1725 CATEGORY

Category #1: Improvement of Teaching

Instructional Skills Workshops - Facilitator Training
On-Campus Instructional Skills Workshops
Effective Teaching Skills Workshops for Adjunct Faculty
English Department Mini-Conference
Instructional Communications Workshop
Instructional Material for Adjunct
Subscription to "Teaching Excellence"
NISOD International Conference on Teaching Excellence
Revitalizing the Teaching of Literature in the California Comm.. nity Colleges
Great Teaching in Occupational Education
Language Arts Division Conference
Faculty Development Institute: Workshop on Classroom Research

Category #2: Maintenance of current academic and technical knowledge and skills.

American Anthropological Association Conference
17th National Learning Resources Conference
Conference on College Composition & Communication
American College Theater Festival
California Reading Association Conference

High Sierra Critical Care Conference
CADP Annual Meeting: Bridges to the 21st Century
Certified Strength & Conditioning Specialist Symposium
TESOL
Society of Radiologic Technologists
American Baseball Coaches Association Convention
Geological Society of America Annual Meeting
Society of Radiologic Technologists
Workshop on Nursing Process and Diagnosis

Category #3: In-service Training for vocational education and employment preparation.

Superstars in Support of Successful Schools
Understanding the CSEA Contract
Image and Communication Skills for Women
How to Manage Multiple Priorities
ACCCA Annual Conference
CCC Student Financial Aid Administrators Association
Using Tools Safely

Category #6: Development of innovations in instructional and administrative techniques and program effectiveness

Fine Arts Professional Artists Series
Implementing Reform - Instructional Administrators
Leadership Workshop - Office of Instruction
Developing a Comprehensive Faculty Evaluation System

Category #7: Computer and Technological Training

Computer Odyssey
Computer Networking Symposium
Interactive Video Workshop
Using Computers in Education
Implementing the Information-Based Organization
Infocom International Exposition & ACET Annual National Convention
National Computer Graphics Association
Western Education Computing Conference

Category #8: Courses and training implementing affirmative action and upward mobility programs

Carlos Cortes, On-Campus Workshop on "Cultural Diversity"
Dr. Gregor Edwards Workshop on "Cultural Diversity" for Classified
Cultural Diversity Calendar
CACCRAO South Workshop on Cultural Diversity
Latina Leaders in Action
Technology and Persons with Disabilities
California Association of Postsecondary Education for the Disabled

Category #9: Other activities determined to be related to educational and professional development pursuant criteria established by the Board of Governors.

All-Campus Colloquium
Staff Development Awareness Workshop for Classified

STAFF DEVELOPMENT 1989-90 EVALUATIONS

Evaluation forms were sent to all participants in Staff Development funded activities. While not all participants responded, it was possible to analyze information provided by respondents to determine the level of success for the various aspects of the activity and possible changes or adaptations for future events. Appendix O presents summaries of answers given on evaluation questionnaires and Appendix P provides a visual description of each activity's level of success.

The Follow-Up Evaluation form was also sent after the minimum delay of three months. Responses have been rather slow, but it will be possible to determine long-term effects from their content.

CONCLUSION

Cypress College has benefited greatly from funds received for staff development. A new spirit of community has been developed that we hope will continue to help the college to maintain its strong academic and occupational programs for the students and community it serves. We hope to receive increased amounts in the future to provide the opportunity for growth and renewal to a greater number of Cypress College employees.

REFERENCES

ACE Factbook of Higher Education, New York: ACE-MacMillan, 1989.

Birnbaum, Robert. How Colleges Work: The Cybernetics of Academic Organization and Leadership. San Francisco: Jossey-Bass, 1989.

O'Banion, Terry. Innovation in the Community College. New York: ACE-MacMillan Publishing Company.

CYPRESS COLLEGE STATEMENT OF EDUCATIONAL PHILOSOPHY AND STATEMENT OF EDUCATIONAL GOALS

(Adopted by PPAC, March 15, 1990)

STATEMENT OF EDUCATIONAL PHILOSOPHY

The focus of Cypress College is the students; therefore, the purpose of the college is to provide students with the means for attaining their maximum potential through the development of intellectual, social and physical skills in a collegiate atmosphere. All instructional divisions and support services of the college are coordinated to provide the students with individualized assistance in the attainment of their educational goals and personal growth. Well-educated students will be able to contribute to the betterment of the society by an active involvement in economic, social and democratic processes, based upon an awareness of ethical values, an aesthetic appreciation of cultural life and an informed sense of history and contemporary civilizations.

STATEMENT OF EDUCATIONAL GOALS

To realize this educational philosophy, Cypress College has adopted the following educational goals:

- To provide an educational program which recognizes and fosters the richness of demographic and cultural diversity in our students, staff, curriculum and services.

- To provide a comprehensive program of general education.

- To provide innovative, flexible educational programs of high academic standards which meet the students' needs, both for lower-division transfer programs and for occupational programs in vocational, technical or professional fields.

- To provide a full range of skills development and tutorial classes and services to assist students with academic deficiencies in order to prepare them for successful participation in the college-level curriculum.

- To provide services that assist students to acquire academic and career information, plan educational programs, discover their abilities and interests and address personal concerns.

- To encourage students to participate actively in campus life by providing a wide range of clubs, organizations and activities, as well as to take an active role in college-wide decisions about student life.

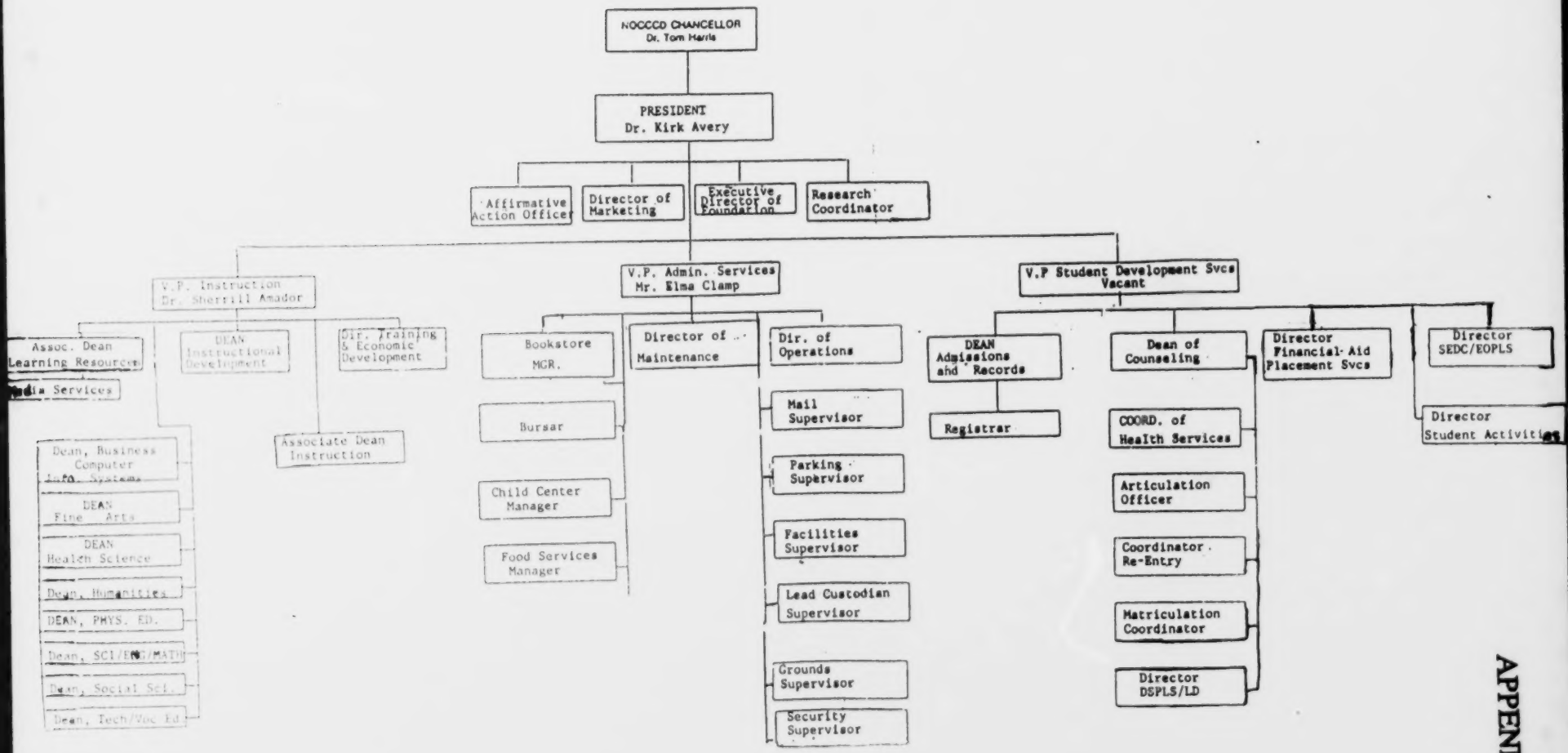
- To provide comprehensive library, media services and educational resources.

- To provide an educational environment which represents the latest technologies available in both equipment and facilities.

- To provide cultural, intellectual and physical fitness programs and services to the students and the community.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
CYPRESS COLLEGE

Organizational Chart 1990-91



APPENDIX B

STAFF DEVELOPMENT STEERING COMMITTEE MEETINGS FOR 1989-90

September 6, 1989
September 20, 1989
October 4, 1989
October 19, 1989 - Activity Proposal Review
November 1, 1989
November 15, 1989
December 6, 1989

February 1, 1990
February 22, 1990
March 2, 1990 - Activity Proposal Review
March 13, 1990
April 5, 1990
April 19, 1990
April 26, 1990 - Activity Proposal Review
May 3, 1990
May 17, 1990

STAFF DEVELOPMENT COORDINATOR

APPENDIX D

*** Job Description ***

The Staff Development Coordinator in conjunction with the Associate Dean of Instruction, coordinates staff development activities for all three segments of the campus: administration, classified, and faculty. The position is open to a faculty member. Forty percent reassigned time and clerical assistance will be provided by the Office of Instruction. The Staff Development Coordinator works with the Office of Instruction and reports to the Vice President of Instruction for the Staff Development function. This is a one-year position with the open option of reappointment in subsequent years.

Responsibilities

1. Chairs the Staff Development Steering Committee, including setting meeting dates, locations, agendas and editing minutes.

2. Coordinates the preparation of needs assessments and the campus resource plan for the Staff Development program.

3. Responds to oral and written communications (on and off-campus) regarding staff development information.

4. Prepares information for the Staff Development Newsletter.

5. Understands legal regulations regarding Staff Development and AB 1725 compliance.

6. Serves as an Ex-officio member of the Academic Senate and as a resource person for the Senate Executive.

7. Serves on campus and district committees as related to Staff Development.

8. Keeps informed on all Staff Development publications.

9. Coordinates the development of the Staff Development budget.

10. Attends and takes leadership role in local, state and national Staff Development meetings and conferences.

11. Assists in the preparation of written reports and surveys for Staff Development.

Characteristics of a Staff Development Coordinator

1. Commitment to Staff Development
2. Innovative and resourceful
3. Strong leadership skills
4. Written and oral communication skills
5. Ability to work well with all campus segments
6. Ability to handle stress
7. Sense of humor

S. Amador, Instruction; N. Deutsch, Senate - 4/20/89
(This job description is open to review and revision as needed.) Revised 9/8/89

CALL FOR APPLICATIONS
for
STAFF DEVELOPMENT COORDINATOR

The Cypress College Staff Development Coordinator, in conjunction with the Associate Dean of Instruction, coordinates staff development activities for all three segments of the campus: administration, classified and faculty.

The position is open to full-time faculty members. Eighty-percent reassigned time and clerical assistance will be provided by the Office of Instruction. The Staff Development Coordinator works with the Office of Instruction and reports to the Vice-President of Instruction for the Staff Development function. This is a one-year position with the open option of reappointment in subsequent years. (See attached sheet for the list of responsibilities.)

****

APPLICATION PROCESS

1. Send application to the *Office of Instruction, ATTN: Kolleen, by 12:00 Noon on Wednesday, April 4, 1990.*

   The application will consist of a resume and short answers of two or three paragraphs to the following two questions:

   (1) What is your philosophy of staff development for Cypress College?

   (2) If you were selected as Staff Development Coordinator, what three things would you like to accomplish?

2. Faculty who apply must be available for an interview on Monday, April 16, 1990, after 3:00 p.m.

3. The applicants will be interviewed and selected by a committee consisting of Barbara Marshall, Senate President-Elect; Bill Parmenter, the present Staff Development Coordinator; Sherrill Amador, Vice President of Instruction; Carmelita Thomas, Associate Dean of Instruction; one classified member of the Staff Development Committee; and two Senators.

3. The faculty member who is selected will be expected to attend all Staff Development committee meetings and work closely with Bill Parmenter for the rest of the semester.

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RICHARD A. MCINTOSH
DEAN, LANGUAGE ARTS DIVISION

DR. KIRK AVERY
PRESIDENT

Pat Ganer
Staff Development Coordinator
x 175, x 332

Cypress College has recently changed the responsibility for coordinating the Staff Development program on campus. Previously, it had been directed by a Dean who was primarily charged with administering the Extended Day office. It is now directed by a faculty member who is jointly appointed by the Academic Senate and the Vice-President, Instruction. Such an approach would appear to be a better one for several reasons.

First, the Staff Development Coordinator now has some direct accountability to the faculty. Previously, the Dean was only responsible for reporting to the Instruction Office. While the faculty Coordinator is still partially responsible to that office, the Academic Senate now has joint responsibilities for selection and oversight and thus has a more direct means of influencing the nature of the Staff Development program. To the extent that the faculty wishes to assert a more visible role in the direction of the programs, that possibility now exists.

Second, a perceptual advantage can be noted. The faculty in general now seems to feel more that staff development is something that comes from the faculty rather than something that is imposed upon it by administrators. Since people are generally more receptive to programs they feel a greater part of, such must be helpful. Moreover in times when shared governance has become a password, the faculty's perception of increased involvement would seem to be beneficial.

Third, having a faculty member serve as Coordinator does allow for the possibility that such a person is more sensitive to the needs of the faculty. An individual who sees himself or heself as part of the faculty--and who is seen by one's colleagues the same way--is more apt to know what the faculty likes and dislikes about staff development programs and activities. As a result, more tailoring of programs to those desires and needs can take place and a better match with faculty needs may be possible.

Finally, faculty members are generally more available to their colleagues than are administrators. An individual who would hesitate to make an appointment with a Dean is more apt to simply drop by a colleague's office. Whether such involves formal discussions, such as assistance with sabbatical proposals, or informal discussions, such as talks about teaching problems, the interplay can only be beneficial. A greater awareness of the types of programs and activities that should be offered to the faculty can come from those types of discussions.

Cypress College, like many institutions, operates on a flex day calender system, a system under which a specified number of the faculty's required duty days may be spent in non-teaching activities. Full-time faculty, for example, are required to spend 15 hours spread over a minimum of 3 days (out of 13 optional and 4 official flex days) on such activities, The faculty member may either attend planned on-campus workshops or file contracts for independent study. Six major problems with the system can be identified.

First, there is considerable faculty resentment about the requirements. While some of the attitudes may be traced to the existence of other problems to be discussed, there is a strong possibility that some are inherent in the system. Highly committed and involved faculty resent having to be accountable for such artificial time frames when they--on their own time and expense--are already engaging in numerous developmental programs. Less committed or involved faculty resent having to engage in any developmental program. (This is not to justify that attutude but rather to explain it.)

Second, the independent contract option frequently appears to be abused. While the time cannot technically be spent on normal preparatory activities, too often that is the case. While the Division Deans can disapprove of such programs, they seldom seem to. Furthermore, there is no real means of accountability on such contracts.

Third, there is little focus to the activities. Faculty request to teach certain workshops and, if there appears to be a demand, they are offered. However, no clear institutional focus or direction has ever been attempted in the system; workshops seem to be simply haphazard offerings.

Fourth, the more popular workshops have often been those of an essetially personal nature (e.g., museum trips, outings, etc.). While such can clearly be beneficial, they do tend to undermine the professional orientation of flex days.

Fifth, activities have traditionally only been made available to the faculty. While not technically excluded, classified and administrative staff havenot been encouraged to participate and, in fact, have sometimes been discouraged from doing so.

Finally, the system is something of an administrative nightmare. The time expended on handling the minutiae of enrollments, attendance, etc., is time stolen from potentially far more valuable activities.

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X193

RICHARD A. MCINTOSH
DEAN, LANGUAGE ARTS DIVISION

DR. KIRK AVERY
PRESIDENT

STAFF DEVELOPMENT SUCCESS

Last fall thirty-nine Cypress College administrators and faculty senators participated in a Colloquium on Shared Governance, a process based on the Great Teachers model to generate ideas and concerns about shared governance. The Colloquium was conducted off campus on Friday and Saturday, September 30 through October 1, 1988, at Kellogg West, Cal Poly Pomona. Although there was no consensus on the definition and process of "shared governance," several positive outcomes of the Colloquium were noted by the participants.

Perhaps the most obvious outcome for participants was that the administrators and the faculty established a more personal relationship rather than just a professional working one, contributing to an atmostphere of collegiality. (Some participants met each other for the first time at the colloquium, although they had been on the same campus for more than fifteen years.) Another outcome was that participants discussed activities where shared governance had worked to produce a positive result for both faculty and administration. Participants identified eight problem areas and developed action plans to approach these concerns. With the implementation of AB 1725 a major concern for both segments, the colloquium helped establish a working relationship and process for the shared participation and responsibility needed to make the substantive reforms mandated by the law.

Several factors contributed to the success of the colloquium:

1) Both administrative and faculty leadership were committed to the idea. The college president provided funding which was supplemented by a ELC grant. Two senate past presidents worked closely with the Vice-President of Student Services and the Vocational Dean to plan and coordinate the colloquium.

2) The colloquium was extremely well-planned and coordinated; the responsibilities of the participants were clearly defined and distributed before the event.

3) The lead facilitator, an outside consultant, was an experienced professional who quickly won the respect of both groups.

4) An atmosphere of trust was established early in the colloquium which led to a candid discussion of problems and concerns; as a result a feeling of optimism and collegialty continued after the return to campus.

Nancy Deutsch, Senate Representative
Staff Development Steering Committee

STAFF DEVELOPMENT PROBLEM

Cypress College was established twenty-three years ago; the majority of the present faculty and line administrators were hired at that time and will be retiring within the next ten years. Only 8% of the faculty and administrators are of underrepresented minorities while our community population is about 19% minorities and growing. Many "seasoned" faculty members teach their classes, hold their office hours, and return to their homes or second businesses without participating in the activities of the college. A majority of faculty members believe that the majority of the recently funded staff development monies should be allocated for off-campus conferences and workshops.

The Staff Development Steering Committee's major problem is writing the Campus Resources Plan for the next three years when funding is available to reflect all of the aforementioned concerns:

How can we best utilize the staff development monies to initiate and perpetuate a viable staff development program, not just for the next three years but for the years that follow?

How can we involve and rejuvenate those "seasoned" faculty members who have "checked out" of campus life?

How can we educate all faculty members to all of the following 1725 concerns: changing student population, affirmative action, new hiring procedures, and peer evaluation?

How can we build Cypress College into a educational community of faculty, classified, and administrators who are concerned and committed to meeting our students' needs?

"WINDOWS OF OPPORTUNITY"
CYPRESS COLLEGE COLLOQUIUM III

Overview

Cypress College's third colloquium, entitled "Windows of Opportunity," included fifty-three members of the college community (representing administration, faculty and classified staff) who gathered to engage in an intensive examination of the strengths and weaknesses of various workings of the college with a specified goal of developing plans for strengthening institutional effectiveness in those areas identified as needing improvement.

Planning and advance communications took place on the Cypress College campus. The colloquium itself was held at the UCLA Conference Center at Lake Arrowhead, California on March 8-9, 1990. A planning committee of six individuals included the president of the college, a division dean, two faculty members, a classified manager and a classified staff member.

A budget of $7000 was allocated by the Cypress College Staff Development Committee and subsequently approved by the Board of Trustees.

Colloquium Design

Based on the two previous positive experiences with the Great Teachers Seminar format, that group process was again chosen. However, the planning committee felt that the college had sufficient expertise within its walls to conduct the colloquium without an outside consultant. Two faculty members with extensive experience were selected to act as lead facilitators. These leaders were assisted by four small group facilitators, two of them from the administration and two from the faculty ranks.

The three segments (faculty, classified and administration) were given responsibility for selecting their own representatives. There were forty-seven participants chosen, including the district chancellor, the college president, three vice presidents, four deans, the foundation director, nineteen faculty, three classified managers, twelve classified staff and three adult education representatives. The four local facilitators and two lead facilitators brought the total in attendance to fifty-three people.

Goals and Position Papers

Participants were advised that the primary purpose of the colloquium was to bring together representatives from all segments, who have joint ownership of the Cypress College community, to: 1) examine the strengths and weaknesses of various aspects of the college; 2) develop plans for improving institutional effectiveness; and 3) explore how we can come to understand each other's roles and work more effectively together.

final large group session on Saturday afternoon. A number of committees have been formed to put action plans into effect. There was a strong sense that more had been accomplished in the two days of the colloquium than might have taken place over months or years at the college.

Costs

The original estimated cost of the colloquium was $7000. The actual cost for the two-day colloquium was $7063.14, which included meals, lodging, materials and the expenses of the lead facilitators. With a total of fifty-three people in attendance (forty-seven participants, four small group facilitators and two lead facilitators), the cost per person was $133.26.

Evaluations

Evaluation results were extremely positive, reflecting clearly that the process worked. Qualifiers used by the participants to describe their immediate reaction to the colloquium ranged from "bonding," "exhilarating," "informative," "productive" to "provocative," "renewing," "stimulating" and "worthwhile." Without exception, participants felt that the colloquium was a worthwhile professional experience. One respondent indicated, "This was one of the most wonderful experiences in my life - not only professionally, but personally. Establishing friendships can lead to accomplishment of goals." An overwhelming majority of the participants felt that an annual colloquium would be worthwhile, particularly if new "players" could be invited.

The real measure of the success of the colloquium will be the positive changes that occur at the college as a result of the action plans. There is no doubt, however, that through the colloquium process many "windows of opportunity" have been opened, and a direction has been set for improving the effectiveness of the educational institution called Cypress College.

- Susan R. Britton
- William H. Parmenter

April 19, 1990

CYPRESS COLLEGE

OFFICE OF INSTRUCTION

TO: All Staff

FROM: Staff Development Steering Committee

DATE: March 28, 1990

SUBJECT: STAFF DEVELOPMENT

****

The Staff Development Steering Committee is planning activities for the 1990-91 academic year. In order to better serve everyone's interest we would appreciate receiving your suggestions for activities that you would like to see take place in the coming school year.

Please send your suggestions no later than Tuesday, April 3, 1990.

Thank you for your input.

PLEASE RETURN TO CARMELITA THOMAS IN THE OFFICE OF INSTRUCTION BY TUESDAY, APRIL 3, 1990.

Name_____

Suggestions for Staff Development Activities for 1990-91:_____

_____

_____

_____

Would you coordinate the activity proposed? Yes___ No___

Staff Development Committee April 26, 1990

Supplementary Proposal Criteria

-Procedings of the Committee should be held in strictist confidence in order to encourage critical examination of all proposals (4/19/89).

-During deliberations members of the committee are not allowed to be advocates for their own proposals(4/19/89).

-A proposal for reimbursement of a conference already attended could be considered for approval only if the conference had received prior approval by the Board(9/6/89).

-There is no District policy precluding Adjunct Faculty from receiving reimbursement for conference expenses(11/1/89 -changed from 5/25/89).

-Recognition Awards. Funds will not be set aside for specific conferences for individuals who have received recognition, e.g., Great Teacher, Employee of the Year, etc. Instead those individuals will have top priority in receiving funds to pursue a staff development activity of their choosing(11/1/89).

-Proposals not funded will not be reconsidered by the Committee for funding unless they are resubmitted(11/1/89 - changed from 9/20/89).

-The Committee will not publish nor announce the amount of monies funded an individual or activity(5/25/89).

-Incomplete or improperly completed proposals will not be considered by the Committee(11/15/89)

-There is not a limit on the number of proposals submitted by an individual. The Coordinator may contact the individual to request a prioritization(11/15/89).

-There is not a funding ceiling on conference costs. When the cost of a conference impacts the abiltity of the Committee to fund other proposals, the Committee will fund only a percentage of the amount requested(11/15/89)

-Performing research was ruled not an appropriate expenditure of S.D. funds but educating staff on how to research is appropriate(11/15/89)

-There is not a policy to prohibit individuals previously funded from submitting additional requests. The worthiness of each proposal will be considered individually in relationship to others submitted(11/15/89)

-In the future, costs of meals while attending a conference will not be considered for reimbursement unless it is included in a blanket registration(3/2/90)

REQUEST FOR STAFF DEVELOPMENT PROPOSALS

AB 1725 has again provided funding for Staff Development programs for the Faculty, Classified, and Administrative Staff at the community colleges. The Cypress College Staff Development Steering Committee has budgeted a portion of this year's allocation to be used for full or partial funding of individual projects and conference/workshop attendance. Funding of all requests will obviously not be possible but Staff Development activities are taking place at an unprecedented rate at Cypress and we encourage you to submit a proposal.

DEADLINES

To accommodate needs and requests which emerge through the academic year, existing 1990-91 funding will be distributed over two application periods.

First Application Period Closes	.. Monday, October 8, 1990
Second Application Period Closes	.. Monday, March 11, 1991

Funds may be used for Board approved activities from August 20, 1990, and all funds must be encumbered by June 30, 1991.

Proposals will be considered by the Staff Development Steering Committee and recipients notified as soon as possible after each application deadline.

PROCEDURES

Submit your Conference and Workshop Application (yellow) or Project Proposal (pink) to Sue Britton, Staff Development Coordinator, Office of Instruction by the deadlines listed above.

Criteria considered in the selection of proposals to be funded are discussed on the attached page. Please contact the Staff Development Office (extension #332) or any member of the Committee if you have questions.

STAFF DEVELOPMENT STEERING COMMITTEE MEMBERS

Sue Britton (Chair), Deann Burch, Kathryn Fay, Betty Germanero, Arnette Guyer, Rosalie Janish, Larry Mercadante, Susan Meyer, Bill Parmenter, Carmelita Thomas.

8/90 sd#5:sdprpsl.frm2

STAFF DEVELOPMENT PROPOSALS

CRITERIA

The State Chancellor's Office and the California Post-Secondary Education Commission have proposed specific criteria to be considered in the selection of proposals. Because funding will be guaranteed only if the proposals meet those specific criteria, the Committee will utilize these guidelines in approving requests for funding. Choose one of the authorized uses listed below.

Authorized uses include:

1. Improvement of teaching.
2. Maintenance of current academic and technical knowledge and skills.
3. In-service training for vocational education and employment preparation programs.
4. Retraining to meet changing institutional needs.
5. Intersegmental exchange programs.
6. Development of innovations in instructional and administrative techniques and program effectiveness.
7. Computer and technological proficiency programs.
8. Courses and training implementing affirmative action and upward mobility programs.
9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including but not necessarily limited to, programs designed to develop self-esteem.

NEEDS ASSESSMENT

Program area goals identified by a previous Cypress College Needs Assessment Survey will also be considered by the Steering Committee in the selection of proposals.

Area goals identified by the survey include: articulation with colleges/universities and high schools, building the college community, campus orientation, classroom instruction research, new employee orientation, return-to-industry and/or industry-to-education exchanges, self enrichment/personal growth programs, and team teaching opportunities. Workshops were strongly desired in emergency preparedness, cultural diversity, grant writing, instructional evaluation, instructional skills improvements, interpersonal skills, positive service attitude development, safety programs, student grievance/problems, student retention, and subject area development.

Requests will also be judged on how the activity aids the professional development of the staff member and relates to the individual's college assignment.

CYPRESS COLLEGE
STAFF DEVELOPMENT FUNDS
CONFERENCE AND WORKSHOP APPLICATION

Name_____ Date_____

Position and Division/Area of Employment_____

Name of Conference/Workshop_____

Date of activity and location_____

Please attach a copy of conference brochures and/or other supporting information. All workshops and conferences desiring reimbursement must be Board approved. **Please submit 12 copies of this application and all accompanying materials.**

Provide a statement justifying which State Chancellor's Office primary criteria this conference/workshop meets in terms of professional growth and your college assignment (specify criterion #):

Provide a statement indicating how you plan to disseminate the information received at this conference/workshop to others on campus:

Are you scheduled to present a paper, serve on a panel, or actively participate in some other way (e.g., as an officer)?

No____ Yes____ (If yes, please clarify)_____

_____

Have you received staff development funds previously this year?

No____ Yes____

Statement of requested expenses: TOTAL $_____

Registration $_____ Lodging $_____

Transportation $_____ Other $_____
(Please specify)

Reviewed by immediate supervisor_____
Supervisor signature Date

CYPRESS COLLEGE
STAFF DEVELOPMENT FUNDS
PROJECT PROPOSAL

Name_____ Date_____

Position and Division/Area of Employment_____

Title of Proposal_____

Proposed Activity Date_____

(Please use additional sheets of paper to complete the requested information.)

PROJECT OBJECTIVE:

1. Indicate the objective of your project in terms of the Staff Development funding criteria.

2. Explain how the project is related to the functions of the College, Division or area of employment.

PROJECT CONTENT:

1. Describe the content of the project in terms of what will be accomplished.

2. Explain the mechanism for implementing the project. Include a timeline for implementation and completion of the project.

3. Estimate how many members of the staff and/or students will benefit from active participation in the project.

4. Explain how and to whom the information garnered from this project will be disseminated.

5. Indicate the methods and criteria by which you will evaluate the outcomes of the project.

FUNDING:
Prepare a detailed budget for the project. Include all of the following relevant categories:

Supplies	$_____
Equipment	$_____
Consultant Fees	$_____
Overload/overtime	$_____
Travel	$_____
Hourly employees	$_____
Evaluation costs	$_____
TOTAL	$_____

Reviewed by immediate supervisor:

_____ _____
Supervisor Signature Date

After completing the above requested information, please submit 12 copies of this proposal for approval.

8/90 sd#5:sdprpsl.fm2

Please return completed form to Staff Development Office.

CYPRESS COLLEGE
EVALUATION OF STAFF DEVELOPMENT ACTIVITY

Instructions: Please take a few minutes to evaluate the activity you have just attended. Your honest reactions will help the Staff Development Steering Committee and the presenter/s in planning future events. All answers will remain confidential.

please circle position below

Name_____ 1. Classified 2. Certificated 3. Mgmt.
(Please print)

Type of Activity: Staff Development ( ) Flex ( ) Conference ( ) Retreat ( )

Other_____ Ticket Number_____

Presenter/Coordinator_____

Title of Activity_____

Date_____ Location_____

Overall grade: A ( ) B ( ) C ( ) D ( ) F ( )

List four (4) adjectives that express your immediate reaction to the activity:

1._____ 3._____

2._____ 4._____

Please use the following scale to rate the various aspects of the program/workshop you attended:

1 = Agree 2 = No Opinion 3 = Disagree 4 = Does Not Apply

Participant's Reactions: (write number that applies)

_____1. The presentation's content was useful to me personally.
_____2. The presentation's content will help me change my teaching style or work pattern.
_____3. The presentation's content helped me increase my subject area competency.
_____4. The presentation's content taught me new skills or techniques related to my work.
_____5. The activity helped me improve my computer skills.
_____6. The activity helped me improve my interpersonal skills.
_____7. The activity helped me increase my intercultural understanding.
_____8. The activity helped me network with colleagues in my field.
_____9. The activity inspired me to become more involved with my professional organization.
_____10. Handouts and reading lists will be useful in my teaching or work activities.
_____11. I was stimulated to pursue this topic further.
_____12. I would recommend this activity to one of my colleagues.

Please complete reverse side of this form.

Program/Workshop Structure:

_____13. Objectives were clear.
_____14. Stated objectives were met.
_____15. Program/agenda outline was followed.
_____16. Progression of content was logical and coherent.
_____17. Timing and length of program/workshop was appropriate.
_____18. Topic and examples were challenging/relevant.

Presenter/Coordinator:

_____19. During the program the presenter checked participants' understanding and/or involvement.
_____20. The presentation pace was just right, neither too slow nor too fast.
_____21. The method of presentation was appropriate.
_____22. The presenter was knowledgeable of the subject matter.
_____23. The presenter demonstrated professional attitudes and behavior.
_____24. The content was effectively synthesized, integrated and summarized.
_____25. The presentation was interesting and worthwhile.

Overall Comments:

The following section will be used to plan future staff development and flex programs and activities. Your opinion and advice are valuable and important.

A. **Length**

The program/workshop was: _____too short _____about right _____too long

How long should a similar program/workshop be?_____

B. **Topics Related to this Subject to Cover in the Future**
Please list the topics that you feel should be covered at future activities to more thoroughly cover this subject.

_____

_____

C. **Subjects and Topics for Future Staff Development/Flex Activities**
Please help us develop plans for future activities. What topics/activities would you like to have added and what topics/activities could be dropped without hurting the overall quality of the program.

_____

_____

_____

Thank you for your assistance and cooperation. *b:\cthsd:sdevaltn.fm revised 9/25/90*

CYPRESS COLLEGE
STAFF DEVELOPMENT FOLLOW-UP EVALUATION

In its effort to comply with state regulations the Staff Development Steering Committee would appreciate your cooperation in completing this follow-up evaluation of the project you completed with the support of Staff Development funds.

please circle position below

Name_____ 1. Classified 2. Certificated 3. Mgmt.

Activity Title_____

Date of Activity_____

1. Now that you have had time to reflect about it, would you say that the activity's goal was met? ____Yes ____No

2. By what means did you share information gained from this project?

   a. ____wrote a report
   b. ____held a workshop
   c. ____made a presentation at a division or department meeting
   d. ____through informal conversations
   e. ____distributed copies of material collected
   f. ____other (please specify)_____

3. How has your participation in this activity impacted your delivery of services?

   a. ____changed teaching techniques
   b. ____broadened scope of knowledge of subject
   c. ____revised course syllabus
   d. ____provided ideas for research, publication or grant proposal
   e. ____developed network with contacts within this and/or other institutions
   f. ____other (please specify)_____

4. How has your attendance benefited student outcomes?

   a. ____provided state-of-the-art information on the discipline
   b. ____improved critical thinking ability
   c. ____increased knowledge of interdisciplinary connections
   d. ____increased intercultural understanding
   e. ____improved study skills and learning techniques
   f. ____other (please specify)_____

5. Would you recommend participation in the same activity to your colleagues?

   ____Yes ____No

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AFFIRMATIVE ACTION REPORT
DEMOGRAPHIC INFORMATION
MARCH 1990

AREA	ETHNIC CODES						SEX		TOTAL
	1	2	3	4	5	6	M	F	
NOCCCD - 89	(4) .7%	(17) 3.2%	(5) .7%	(479) 88.9%	(31) 5.6%	(3) .6%			539
" - 90	(4) .7%	(18) 3.3%	(7) 1.37%	(486) 88%	(33) 6%	(4) .7%			552
CYPRESS - 89 FACULTY	(1) .4%	(8) 3.3%	(2) .8%	(220) 91.3%	(8) 3.3%	(2) .8%			241
" - 90	(1) .4%	(9) 3.7%	(3) 1.2%	(219) 90.9%	(7) 2.9%	(2) .8%			241
SCI/MATH - 89		(1) 3.6%		(27) 96.4%			20	8	28
" " - 90		(1) 3.3%		(29) 96.7%			23	7	30
SOC. SCI. - 89		(2) 7.1%		(25) 89.3%	(1) 3.6%		24	4	28
" " - 90		(2) 7.7%		(24) 92.3%			22	4	26
FINE ARTS - 89				(22) 100%			12	10	22
" " - 90				(24) 100%			12	12	24
HEALTH SCI.-89		(2) 5%		(37) 92.5%		(1) 2.5%	6	34	40
" " -90		(2) 4.9%		(38) 92.7%		(1) 2.4%	6	35	41
LANG. ARTS-89		(1) 3.4%		(26) 89.7%	(2) 6.9%		12	17	29
" " -90		(1) 3.6%		(25) 89.3%	(2) 7.1%		12	16	28
P.E. - 89	(1) 6.3%			(15) 93.8%			12	4	16
" - 90	(1) 5.9%			(16) 94.1%			13	4	17
BUS. ED. - 89		(1) 3.6%	(1) 3.6%	(25) 89.3%	(1) 3.6%		15	13	28
" " - 90		(1) 4%	(1) 4%	(22) 88%	(1) 4%		14	11	25

AREA	ETHNIC CODES						SEX		TOTAL
	1	2	3	4	5	6	M	F	
VOC. ED. - 89		(1) 5.3%	(1) 5.3%	(17) 89.5%			17	2	19
" " - 90		(1) 5.6%	(1) 5.6%	(16) 88.9%			16	2	18
LIBRARY - 89				(3) 100%			1	2	3
" - 90				(3) 100%			1	2	3
ADULT ED. - 89				(9) 90%		(1) 10%	1	9	10
" " - 90				(10) 90.9%		(1) 9.1%	2	9	11
C.C.STUDNTS-89	1.62%	10.22%	2.87%	66.67%	9.13%	3.46%			
" " -90	1.78%	11.29%	3.19%	64.39%	10.79%	3.52%			
ORANGE CTY.-80	.6%	.4%	1.2%	80.4%	13.3%	.5%			
O.C.DEPT.OF ED FALL/88	1%	11%	2%	59%	26%	1%			
O.C.DEPT.OF ED FALL/89	0%	12%	2%	56%	29%	1%			

CODE: ETHNICITY

1. American Indian
2. Asian
3. Black
4. White
5. Hispanic
6. Filipino

CYPRESS COLLEGE
STUDENT DEMOGRAPHIC DATA

CATEGORY	FA/88		SP/89		FA/89		SP/90	
ETHNICITY:								
AMERICAN INDIAN	(235)	1.81%	(210)	1.62%	(224)	1.69%	(244)	1.78%
ASIAN	(1275)	9.84%	(1326)	10.22%	(1409)	10.63%	(1548)	11.29%
BLACK	(353)	2.73%	(372)	2.87%	(424)	3.20%	(437)	3.19%
FILIPINO	(425)	3.28%	(449)	3.46%	(475)	3.58%	(483)	3.52%
HISPANIC	(1180)	9.11%	(1185)	9.13%	(1389)	10.48%	(1480)	10.79%
WHITE	(8747)	67.53%	(8651)	66.67%	(8621)	65.03%	(8829)	64.39%
OTHER	(737)	5.69%	(783)	6.03%	(715)	5.39%	(691)	5.04%
TOTALS:	12952		12976		13257		13712	
SEX:								
MALE	5344		5504		5584		5828	
FEMALE	7608		7472		7673		7884	

County/City Profiles

COUNTY OF ORANGE
ROBERT E. THOMAS HALL OF ADMINISTRATION
10 CIVIC CENTER PLAZA
SANTA ANA, CALIFORNIA 92701
(714) 834-2345

Population		1980 Selected Racial and Ethnic Groups[1]			1980 Age by Sex[1]		
			Number	%		Male	Female
1950:	216,224*	White	1,669,314	86.4	0-4	66,034	63,497
1960:	703,925*	Black	25,287	1.3	5-9	68,211	65,441
1970:	1,420,386*	American Indian, Eskimo & Aleutian	12,951	0.7	10-14	78,684	75,509
1980:	1,921,500**	Asian & Pacific Isl.	86,893	4.5	15-19	94,065	91,131
1981:	1,963,015**	Other	138,264	7.1	20-24	104,167	96,919
1982:	2,002,426**	Total	1,932,709	100.0	25-34	174,832	171,351
1983:	2,037,131**				35-44	124,751	125,992
1984:	2,063,934**	Spanish Origin[2]	286,339	14.8	45-54	102,560	103,985
1985:	2,110,610**				55-64	79,483	85,184
1986:	2,151,474**				65-74	39,101	55,355
1987:	2,195,652**				75+	21,717	44,740
1988:	2,238,721**						
					Total	953,605	979,104
					Median Age:	28.5	30.5

*April Decennial Census Population.
**January California State Dept. of Finance estimate.

[1]1980 Decennial Census.

[2]Spanish/Hispanic Origin is an ethnic, rather than a racial, category; persons of Spanish/Hispanic origin are counted in the "Spanish/Hispanic Origin" category regardless of race.

Total County Labor Market Data[1]

Industry	Employment				No. of Locations Jan. 1984
	July 1976	July 1978	July 1980	Jan. 1984	
% Total County	100.0	100.0	100.0	100.0	100.0
Total All Industries	631,183	769,616	847,793	925,211	48,840
Agriculture	7,926	8,627	8,947	7,018	262
Mining	2,018	2,337	2,211	3,426	96
Construction	29,900	46,969	49,388	47,371	4,181
Manufacturing Total	164,884	200,187	216,602	230,803	5,160
Nondurable Goods	41,363	48,853	53,698	60,637	1,637
Durable Goods	123,521	151,334	162,904	170,166	3,523
Aerospace[2]	57,144	69,854	74,212	79,390	660
Trans/Pub. Utilities	18,295	22,731	26,792	29,741	1,250
Trade Total	149,800	178,542	200,532	224,443	14,192
Wholesale	27,600	33,369	41,817	50,276	3,914
Retail	122,200	145,173	158,715	174,167	10,278
Fin/Ins/Real Estate	33,209	45,330	55,128	61,694	4,791
Services	123,000	150,204	178,342	213,129	17,378
Government	101,378	114,242	108,919	107,136	1,423
Uncoded	773	447	932	450	107

[1]Employment reported by place of work excluding self-employed and unpaid family workers and workers involved in labor disputes.

[2]Aerospace includes (1972 Edition SIC): 357 Office/Computing/Accounting Machines; 365-7 Radio/TV Equipment/Electronics; 372 Aircraft; 376 Missiles/Space Vehicles; 382 Measuring/Control Instruments.

SOURCE: State Employment Development Department

STAFF DEVELOPMENT NEEDS ASSESSMENT SURVEY

Please answer the following numbered questions on the scale indicated in each area. Utilize the attached PAR scantron for the responses but feel free to note additional items on this or on an attached sheet of paper.

DEMOGRAPHICS —

1. Indicate your primary position at Cypress College.
   a. Administration/management
   b. Classified staff
   c. Faculty, full time
   d. Faculty, part-time
2. Indicate your years of service at Cypress College.
   a. Less than 1 year
   b. 1–5 years
   c. 6–10 years
   d. 11–15 years
   e. 16+ years

For the following question, fill in with the appropriate letter.
(When using a scantron, it is not possible to make this one question.)

3. Indicate your primary division or employment affiliation.
   a. Business
   b. Counseling
   c. Fine Arts
   d. Health Science
   e. Language Arts
4. Indicate your primary division or employment affiliation.
   a. Physical/Education
   b. Science/Engineering/Mathematics
   c. Social Sciences
   d. Vocational/Technical Education
5. Indicate your primary division or employment affiliation.
   a. Administration, certificated
   b. Administration, classified
   c. Classified staff — clerical/secretarial
   d. Classified staff — maintenance and operations
   e. Classified staff — technical services

AREAS OF STAFF DEVELOPMENT EMPHASIS —

Utilizing the following scale, indicate what degree of emphasis you believe the noted possible staff development programs should receive.

a — Strong emphasis **b — Moderate emphasis** **c — Little emphasis**
d — No emphasis **e — Not applicable or not sure**

6. Employee assistance programs (programs concerned with alcohol or drug abuse, marital difficulties, personal problems, etc.)
7. Increasing instructional effectiveness (programs concerned with the means of conveying materials better in the classroom situation)
8. Professional growth programs (programs designed to maintain and update skills and/or programs designed to increase subject/job competencies)
9. Personal growth programs (programs concerned with improving non-job related matters such as additional intellectual/social activities)
10. Retraining skills (programs designed to enable one to move into other employment/teaching areas within the College or District)

Other _____

_____

— Continue on Other Side —

STAFF DEVELOPMENT EXPENDITURES —

Utilizing the following scale, indicate what priority you believe should be placed on the expenditure of staff development funds for the noted activities.

a — High priority b — Moderate priority c — Low priority
d — No priority e — Not applicable or not sure

11. Campus in-service programs
12. Conference/workshop expenses
13. Education cost assistance
14. Innovation grants
15. Institutional planning
16. Outside consultants/speakers
17. Recognition awards
18. Professional memberships
19. Purchase of professional publications
20. Reassigned time

Other _____

STAFF DEVELOPMENT PROGRAM AREAS —

Utilizing the following scale, indicate whether you feel programs should be developed in the following areas.

a — Strongly Agree b — Agree c — Disagree
d — Strongly Disagree e — Not applicable or not sure

21. Articulation with colleges and universities
22. Articulation with high schools
23. Building the college community
24. Campus orientation
25. Campus resource manual development
26. Campus staff development resources center
27. Career development
28. Classroom instruction research
29. Employee recognition programs
30. Institutional research
31. Instructor exchanges
32. Internship/apprenticeships
33. Job cross-training
34. Job shadowing programs
35. Management/supervisor training programs
36. New employee orientation
37. Non-flex day staff workshops
38. Return-to-industry and/or industry-to-education to broaden and update knowledge and skills.
39. Self-enrichment/personal growth programs
40. Team teaching opportunities

Other_____

STAFF DEVELOPMENT WORKSHOPS —

Utilizing the same scale as above, indicate whether you believe workshops should be offered in the following areas.

41. Affirmative action
42. Computer technology
43. Conducting job interviews
44. Cross-curricular concerns
45. Emergency preparedness
46. Cultural diversity
47. Employee evaluation
48. Grant writing
49. Instructional evaluation
50. Instructional techniques improvement
51. Interpersonal skills
52. Labor laws
53. Minimal language skills acquisition
54. Personal growth and planning
55. Positive service attitude development
56. Safety programs
57. Student grievances/problems
58. Student retention
59. Subject area development
60. Supervisorial concerns
61. Time management

Other _____

If Cypress instituted a Staff Development program that had sufficient scope and variety to meet your needs and interests, approximately how much time per semester would you give to direct participation in Staff Development activities?

a. 0 hours per semester
b. 1-5 hours per semester
c. 6-15 hours per semester
d. 16-30 hours per semester
e. Depends on program offered

Please feel free to make any comments and suggestions. Attach additional pages as necessary.
Your views, needs and ideas are important in this process.

SPRING 1989 - COMPREHENSIVE NEEDS ASSESSMENT SURVEY (February 1989)

Distribution: All Cypress College Staff

Responses: 273 Total
55 Classified,
117 Full Time Certificated,
81 Adjunct Certificated,
20 Administrators.

The Comprehensive Needs Assessment Survey was the basis for the selection of programs and activities for Staff Development for the 1988-89 and 1989-90 school years.

The Survey identified area objectives, types of programs preferred, and areas of interest of programs and workshops.

The top three of five area objectives proposed are:

1. Professional growth programs;
2. Increasing instructional effectiveness;
3. Retraining skills.

The top four of ten types of programs preferred are:

1. Conference/workshop expenses;
2. Campus in-service programs;
3. Innovation grants;
4. Education cost assistance.

The top ten of twenty possible areas of interest are:

1. Articulation with colleges and universities;
2. Articulation with high schools;
3. Return-to-industry and/or industry-to-education to broaden and update knowledge and skills;
4. Building the college community;
5. New employee orientation;
6. Classroom instruction research;
7. Team teaching opportunities;
8. Self-enrichment/personal growth programs;
9. Management/supervisor training programs;
10. Campus orientation.

The top ten of twenty possible subjects for workshops are:

1. Computer technology;
2. Instructional techniques improvement;
3. Student retention;
4. Subject area development;
5. Emergency preparedness;
6. Instructional evaluation;
7. Cultural diversity;
8. Positive service attitude development;
9. Safety programs;
10. Grant writing.

CALL FOR APPLICATIONS
for
STAFF DEVELOPMENT COORDINATOR

The Cypress College Staff Development Coordinator, in conjunction with the Associate Dean of Instruction, coordinates staff development activities for all three segments of the campus: administration, classified and faculty.

The position is open to full-time faculty members. Eighty-percent reassigned time and clerical assistance will be provided by the Office of Instruction. The Staff Development Coordinator works with the Office of Instruction and reports to the Vice-President of Instruction for the Staff Development function. This is a one-year position with the open option of reappointment in subsequent years. (See attached sheet for the list of responsibilities.)

****

APPLICATION PROCESS

1. Send application to the *Office of Instruction, ATTN: Kolleen, by 12:00 Noon on Wednesday, April 4, 1990.*

   The application will consist of a resume and short answers of two or three paragraphs to the following two questions:

   (1) What is your philosophy of staff development for Cypress College?

   (2) If you were selected as Staff Development Coordinator, what three things would you like to accomplish?

2. Faculty who apply must be available for an interview on Monday, April 16, 1990, after 3:00 p.m.

3. The applicants will be interviewed and selected by a committee consisting of Barbara Marshall, Senate President-Elect; Bill Parmenter, the present Staff Development Coordinator; Sherrill Amador, Vice President of Instruction; Carmelita Thomas, Associate Dean of Instruction; one classified member of the Staff Development Committee; and two Senators.

3. The faculty member who is selected will be expected to attend all Staff Development committee meetings and work closely with Bill Parmenter for the rest of the semester.

FLEX & STAFF DEVELOPMENT ACTIVITIES TO BE ADDED

1. Trade and Safety
2. Air conditioning safety
3. Practical strategies for cultural strategies
4. Understanding differences of mannerisms of diverse cultures
5. Satellite downloading and linking
6. Computer networking - classroom applications and funding ideas
7. General radiologic technology - film - contrast and positioning techniques
8. Antibias curriculum (contact Pacific Oaks College)
9. A world of difference (anti-racism workshops) contact B'nai B'rith antidefamation league
10. How to teach and relate to others of different/diverse cultures
11. Multiculturation
12. Current issues in American society/educational informations
13. Music appreciation
14. Faculty involvement, no so many "District" problems
15. Specific cultural understanding
16. How to deal with verbally abusive patrons
17. How to calm emotionally upset studenst.
18. How to handle overly aggressive people.
19. How to respond to emergency situations.
20. Drug crisis strategies.
21. Classroom/student-teacher interactive humor.
22. Interactive humor games/toys for the classroom.
23. How to reach minority/Hispanic students.
24. How to keep a PMA for the class through difficult material.
25. Legal issues relating to students
26. Substantive and procedural due process and the standards of the "reasonable man" standard
27. More computer courses
28. Physical fitness programs
29. What to do if student draws weapon (gun or knife)
30. Instruction methodology
31. Management strategies
32. Motivational techniques
33. Recognizing and identifying disruptive behavior and/or person before they escalate
34. Grading procedures/attendance (this topic repeated)
35. Stress management for adjunct with other jobs
36. Not enough options for flex held at night
37. Dept. meeting at night
38. J. Paul Getty Museum Study tour
39. Teaching aid program
40. Interpersonal relationships
41. Goal setting
42. Classroom strategies for improving student retention (this topic repeated)
43. Co-dependency (this topic repeated twice)
44. Irish contemporaries
45. Substantive change to controversial areas of housing, employment, education, ethics
46. Information regarding teaching materials such as videos, etc. for classroom use

47. Role playing by substance abuse committee
48. Follow-up staff development awareness workshop to develop mock project proposal

TOPICS TO BE ADDED TO SPECIFIC ACTIVITIES:

Faculty Orientation:
1. innovative teaching techniques
2. campus tour of layout and facilities
3. teaching methodologies and strategies
4. faculty interaction
5. retention improvement ideas

ISW:
1. more daily input of teaching and learning styles
2. more learning theory
3. give more instructional content per day
4. provide/incorporate instructional methods, lessons into the program daily
5. more time for Kolb, SGIF and large group skills

flex 2b:\topics2.add

STAFF DEVELOPMENT FUNDED ACTIVITIES 1989-90 - SUMMARY OF EVALUATIONS

EXTENDED DAY FACULTY ORIENTATION (8/17/89) **C-89**
27 Respondents

The program was well received by the 27 participants. Between 89.4% and 93.6% expressed satisfaction with the overall structure, presentation and clarity of objectives and timing. Between 87.3% and 91.8% expressed satisfaction with the content, pace, method and interest of the presentation. Similar levels of satisfaction were expressed for the program's usefulness and relevance in improving awareness of the individual's professional responsibilities.

Adjectives used to describe it include: informative (11), interesting (7) and helpful (4). Please see the evaluation analysis for more detailed information.

INSTRUCTIONAL SKILLS WORKSHOP **SUMMARY** **C-190**
14 Respondents

The program was an overwhelming success with 100% satisfaction expressed as to its effectiveness, organization and interest of content, helpfulness, usefulness and relevance. 92.9% were satisfied with the program structure, length, clarity of objectives, knowledge of presenters, stimulation to pursue the subject further.

Adjectives used to describe it include: informative (5), challenging (2), exciting (2), interesting (2), stimulating (2) and worthwhile (2).Please see the evaluation analysis for more detailed information.

Earlier announcement of workshop dates to facilitate location of substitutes was suggested.

CAMPUS MEETING & PRESENTATION by CARLOS CORTES (1/17/90) **C-290**
52 Respondents

Overall response was quite positive. Satisfaction was expressed with clarity of objectives, relevance of content and logic and structure of the presentation (73.1% to 84.7%). Similar levels of satisfaction were expressed on the pace (81.7%), effectiveness (86.6%), interest, knowledge and professionalism of presenter (86.6%). 73% found the presentation useful to their work and 67.3% said it helped them develop a clearer sense of professional responsibility.

Adjectives used to describe it include: informative (23), interesting (16), thought-provoking (7), relevant (5), stimulating (7), entertaining (4), enthusiastic (5), educational (3), timely (3). Please see the evaluation analysis for more detailed information. Minimal dissatisfaction (3) was expressed on joining of the lecture on Education in a World of Diversity with the presentation on the Status of the Campus and District.

EDUCATION IN A WORLD OF DIVERSITY **C-490**
Discussion session with Dr. Carlos Cortes following the lecture of C-290.
25 Participants

68% to 76% expressed satisfaction with the program's overall structure, presentation and clarity of objectives, 64% to 80% with the presentation's form, pace, effectiveness, content and with the presenter's knowledge of the subject and professionalism. 64% found that it helped them develop a clearer sense of their professional responsibility, 68% found the content useful to them personally and 44% were stimulated to pursue the subject further.

Adjectives used to describe the activity include informative (8), interesting (7), educational (3), concerned (2), enlightening (2). Recommendations were made to expand the presentation to cover longer periods of time and to concentrate on individual cultures.

GRANT WRITING OPPORTUNITIES (1/17/90) **C-590**
12 Respondents

Overall responses were very positive. 91.7% found the workshop objectives clearly presented and followed, its progression logical and coherent, length appropriate and examples challenging. The same percentage expressed satisfaction on all other aspects of the workshop: effectiveness and method of presentation, interest, knowledge and professionalism of presenter, usefulness and relevance of the program and of material handed out, stimulation to pursue the subject further.

Adjectives used to describe it include: informative (6), interesting, provocative, useful and valuable (2). Recommendations were made to expand the presentation to one day. Please see the evaluation analysis for more detailed information.

STAFF/STUDENT SAFETY ISSUES: EMERGENCY ON CAMPUS (1/17/90) **C-690**
4 Respondents

The small number of respondents seems to indicate lack of interest in the subject. Of those present 75% expressed satisfaction with most aspects of the program. Only one dissenter (25%) expressed disagreement on a few areas.

Although adjectives used include excellent, educational, helpful, there was surprise expressed on the change of presenter (last minute replacement). Recommendations were made to expand the presentation to one to three days to include hands-on training. Please see the evaluation analysis for more detailed information.

NATIONAL ISSUES FORUM-DRUG CRISIS-BREAK THE HABIT (1/17/90) C-790
10 Respondents

Overall responses express satisfaction. 100% were satisfied with structure, relevance and logic of program. There was also 100% satisfaction with the level of knowledge and professionalism of the presenter and effectiveness of the content, and 100% were stimulated to pursue the subject further.

Adjectives used to describe the activity include exciting (2), interesting (2), stimulating (2), thought provoking (2). It was recommended that the presentation be extended from three hours (1) to one day (4) and that more strategies be included in future presentations. Please see the evaluation analysis for more detailed information.

HUMOR IN THE WORKPLACE (1/17/90) C-890
20 Respondents

All respondents expressed satisfaction with all aspects of the program, except on questions that did not apply. This seems to have been a most successful activity. Recommendations were made that the presentation be extended from 3 days (2) to one day (6) and that it be extended to cover the classroom situation. Adjectives and nouns used to describe it include: interesting (6), fun (8), useful (5), stimulating (4), informative (4), enjoyable (3). Please see the evaluation analysis for more detailed information.

STAND AND DELIVER (1/17/90) C-990
21 Respondents

Overall responses are very positive on all aspects of the program, with very limited disagreement on questions that did not apply to the program. Greatest satisfaction (100%) was expressed with knowledge of the presenter and interest of the presentation. 61% expressed the desire to pursue the subject further. Dissatisfaction (14.3%) was expressed on the comfort of the facilities (too cold). It was recommended that the presentation be extended from three hours to a full three days.

Adjectives used to describe it include: inspiring (6), interesting (6), stimulating (4), challenging (3). Please see the evaluation analysis for more detailed information.

ORIENTATION FOR NEW & RETURNING ADJUNCT FACULTY (1/17/90) C-1090
67 Respondents

Mostly well received. Some unhappiness with the pace of the presentation and the repetitiveness of some topics. 94% were satisfied with the content and the presentation format, 95.5 found the presenter knowledgeable and 96.9% found it appropriately presented and professional. Commentaries indicated a high level of satisfaction. Adjectives used to describe the program include informative (36), interesting (18), necessary (11), helpful (9),

organized (6), relevant (4), useful (3), thorough (2). Length of the program was considered to be about right. Recommendations included covering additional classroom related subjects, like grading procedures and taking attendance. Please see the evaluation analysis for more detailed information.

OPTIMAL HEALTH LIFESTYLES: TOUCH (1/18/90) **C-1190**
12 Respondents

Generally well received. Some unhappiness as to its length (36.2 dissatisfied because too short), but 100% agreed that the presenter was knowledgeable and the presentation interesting. All other aspects of the presentation received positive evaluation. Adjectives used to describe it include interesting (3), relaxing (2), informative (2). 9 participants recommended that the workshop be lengthened, 4 to one day and 5 to from 3 to 41/2 hours. Please see the evaluation analysis for more detailed information.

THE SHARING OF GOVERNANCE (1/18/90) **C-1290**
12 Respondents

Generally well received. Disagreement as to the timing, length and pace of the presentation (41.6%). 100% satisfaction was expressed on the topic, method of presentation, knowledge and professionalism of the presenter. Overall there was a high level of satisfaction with the program and its content.

Adjectives used to describe it include: informative (7), intense, relevant and timely (2). Recommendations were made to lengthen the presentation anywhere from 2 days (3), to one day (2), or same length but with several meetings (3). Please see the evaluation analysis for more detailed information.

ART MUSEUM FIELD STUDY (1/18/90) **C-1390**
18 Respondents

Generally well received. The presenter's knowledge and professionalism generated 100% satisfaction, as did the program's timing, length and examples used (what better examples that the works of art in the museum?). Some questions did not apply. Adjectives used to describe it include: informative (12), interesting (6), educational (4), challenging, educational and enlightening (3). Recommendations included suggestions for museums to be visited or for art-forms to be explored, including music. Please see the evaluation analysis for more detailed information.

STUDENT RETENTION (1/18/90) **C-1490**
18 Respondents

Overall well accepted. Most satisfaction expressed about the presentation being interesting and the professionalism and knowledge of the presenters, from 65.6% to 94.4%. Content was found to be useful (according to one respondent "by far the most useful and relevant to staff development") to have stimulated further pursuit of the topic, 77.7% to 83.3%. Adjectives used to describe it include: informative (6), interesting and stimulating (5), enthusiastic (3). Recommendations included extending the presentation's length (6) and adding classroom strategies for improving student retention. Please see the evaluation analysis for more detailed information.

SUBSTANCE ABUSE IN THE CLASSROOM (1/18/90) **C-1790**
4 Respondents

A generally positive response, but the low attendance level demonstrates lack of interest. Adjectives used to describe it include: informative (2), comprehensive, diverse, educational, general (1).
Please see the evaluation analysis for more detailed information.

THE ADULT LEARNER IN THE COMMUNITY COLLEGE (1/18/90) **C-1890**
8 Respondents

A very positive response on most aspects of the program, although attendance seems to indicate lack of interest or time conflict. 100% expressed satisfaction with the program's organization (outline, agenda, progression of content), effectiveness and appropriateness of the presentation, professionalism and knowledge of the presenters. Adjectives used to describe it include interesting (5), useful, informative and friendy (2). 2 respondents would like to see the presentation lengthened.
Adjectives used to describe it include: interesting (5), useful, informative and friendly (2). Please see the evaluation analysis for more detailed information.

JOYCE'S IRELAND: LAND AND PEOPLE (1/19/90) **C-2190**
17 Respondents

Very well received as to organization and content, professionalism and knowledge of the presenters, relevance of material (with between 80.2% and 98.1% expressing satisfaction). Adjectives used to describe the activity include: interesting and exciting (5), marvelous and informative (4), outstanding, entertaining, enlightening (2). Overall comments include "excellent program; just great, pure enjoyment and I needed this; an outstanding job; magnificent." Recommendations were made that the program be extended to cover anywhere from 1 to 3 days. Please see the evaluation analysis for more detailed information.

PEER EVALUATION (1/19/90) **C-2390**
4 Respondents

In spite of its timeliness this activity did not demonstrate a great amount of interest with the low number of participants. 100% satisfaction was expressed on all aspects of the presentation by the 4 attendants. Adjectives used to describe it include: informative (3), sharing and stimulating (2). Please see the evaluation analysis for more details.

AFFIRMATIVE ACTION AT CYPRESS COLLEGE (1/19/90) **C-2490**
6 Respondents

100% satisfaction was expressed on all relevant questions, but low attendance.

Adjectives used to describe it include: informative (5), interesting (4), provocative, challenging subject, clear (1). Please see the evaluation analysis for more details.

WHAT'S NEW IN THE LIBRARY (1/19/90) **C-2590**
9 Respondents

High satisfaction was expressed on all questions pertinent to this type of presentation, although attendance was somewhat low. 100% expressed satisfaction with the objectives and logic of the presentation. 88.8% was satisfied with all other aspects of the content and form of presentation and with the presenter's knowledge. Adjectives used to describe it include: informative (7), intersting (3), outstanding (2). Please see the evaluation analysis for more details.

NATIONAL ISSUES FORUM: THE ENVIRONMENT AT RISK (1/19/90) **C-2690**
7 Respondents

Well received but low attendance. 100% expressed satisfaction with relevance and interest of the topic and with the knowledge of the presenter. Adjectives used to describe it include creative, current, frustration, important, stimulating, to the point (1). Recommendations were made to extend the length of the presentation. Please see the evaluation analysis for more details.

SUBSTANCE ABUSE COMMITTEE (8/17/90) **SD-89**
4 Respondents
Very well received. One participant was dissatisfied, while the remaining three were quite satisfied with all aspects of the workshop. The one dissenter may not have understood the evaluation scale, since this person expressed his/her immediate reaction with very positive adjectives (informative, interesting, well organized, good discussion). Adjectives used by other participants express an equal amount of appreciation (4-informative, 3-interesting, 2-helpful). The recommendation was made to include information on teaching materials, or ideas for the classroom.

STAFF DEVELOPMENT AWARENESS WORKSHOP (2/1/90) **SD-190**
6 Respondents

Well received by the small number of attendants. Except for limited (16.6%) disagreement with timing and clarity of objectives, there was a high level of satisfaction with the presentation format, the presenter's knowledge and materials used. 100% found it informative, other adjectives used to describe it include interesting (2), complete, well organized and worthwhile. The recommendation was made to provide more time to allow the development of a mock project proposal. Please see the evaluation analysis for more detailed information.

DIVISION INSTRUCTION OFFICE COMMUNICATION WORKSHOP (1/11/90) SD-290
9 Respondents

One dissenter disapproved of all aspects of the event, or perhaps did not understand the evaluation scale. Otherwise all aspects of the activity were satisfactorily received from all perspectives: objectives were met, participants' understanding was checked, presentation was effective and interesting, etc. Method, objectives and effectivess of the presentation received the highest levels of approval. Adjectives used to describe it include: informative (4), effective and interesting (3), helpful (2). Please see the evaluation analysis for more details.

HAZARDOUS WASTE WORKSHOP **SD-390**
15 Respondents

Not an overwhelming success. 46.6% to 60% found that the presentation's objectives were clear and were met. They were also satisfied with program's content, timing, length and relevance. 46.6% to 73.3% approved of the presenter's method, professionalism, knowledge. 33.3% to 66.6% felt that the program's content was useful to them, materials used relevant, interesting, handouts sufficient and valuable, and that they were stimulated to pursue the subject further. Adjectives used to describe the presentation include informative (7), interesting (6), necessary (3). Recommendations were made to extend its length to one day and to include more information on safety in case of earthquakes and more guidelines for immediate action. Please see the evaluation analysis for more details.

ENGLISH DISCIPLINES RETREAT (10/10-89) **SD-490**
17 Respondents

Between 70.5% and 76.4% found that the presentantion's objectives were clear and were met. They were also satisfied with program's content, timing, length and relevance. Equal percentages approved of the various presenters' method, professionalism and knowledge. 64.6% to 88.2% felt that the program's content was useful to them and that they were stimulated to pursue the subjects further. Dissatisfaction on all areas was expressed by 11.7% to 29.3%. Adjectives used to describe the event include informative (11), stimulating (5), relaxing and interesting (4), enjoyable, esoteric, friendly,

morale-building, relaxed, unifying, useful (2). Comments about the usefulness of the retreat were also added.
Recommendations were made to expand to additional topics like the mainstreaming of ESL students, the transition from one level of English to the next, grading and teaching methodology, the inclusion of foreign language and speech instructors (the 1991 retreat will include them). Please see the evaluation analysis for more details.

ART DEPARTMENT RETREAT (9/22/89) **SD-590**
8 Respondents

75% to 87.5% found all aspects of the retreat - content, timing, length, relevance, usefulness, the presenter's professionalism -to have been satisfactory and indicated that they were stimulated to pursue the subjects further. Adjectives used to describet the event include exciting (4), productive and stimulating (3), challenging and informative (2). Comments expressing satisfaction were added. Recommendations included adding alternatives to lecturing and a study of the students' socio-economic status. Please see the evaluation analysis for more details.

NEW FACULTY SERIES.1
WELCOME TO CYPRESS COLLEGE (8/17/90) **SD-690**
15 Respondents

One dissenter disapproved of all aspects of the event, or perhaps did not understand the evaluation scale. Between 80% and 93% approved of the structure, clarity and objectives of the presentation and of the program's clarity of objectives, usefulness and relevance. The presenters' professionalism and knowledge were equally well received. Some disapproval was expressed (from 13.3% to 26.6%) of the program's pace and of it having helped develop a clearer sense of the individual's professional responsibility. Adjectives used to describe it include informative (7), friendly and positive (4), helpful and useful (3), interesting, needed, organized (2).
Recommendations were made to add an introduction to the campus, names of resource persons and more new teaching resources. Please see the evaluation analysis for more details.

NEW FACULTY SERIES.2 **SD-790**
MEDIA SERVICES & LIBRARY (9-7-89)
6 Respondents

needs to be redone - wrong information= 12 respondents

NEW FACULTY SERIES.3 (9/21/89) **SD-890**
6 Respondents
Needs to be redone - wrong information = 7 respondents

NEW FACULTY SERIES.4 (10-12--89) **SD-990**
9 Respondents
Needs to be redone - wrong information = 11 respondents

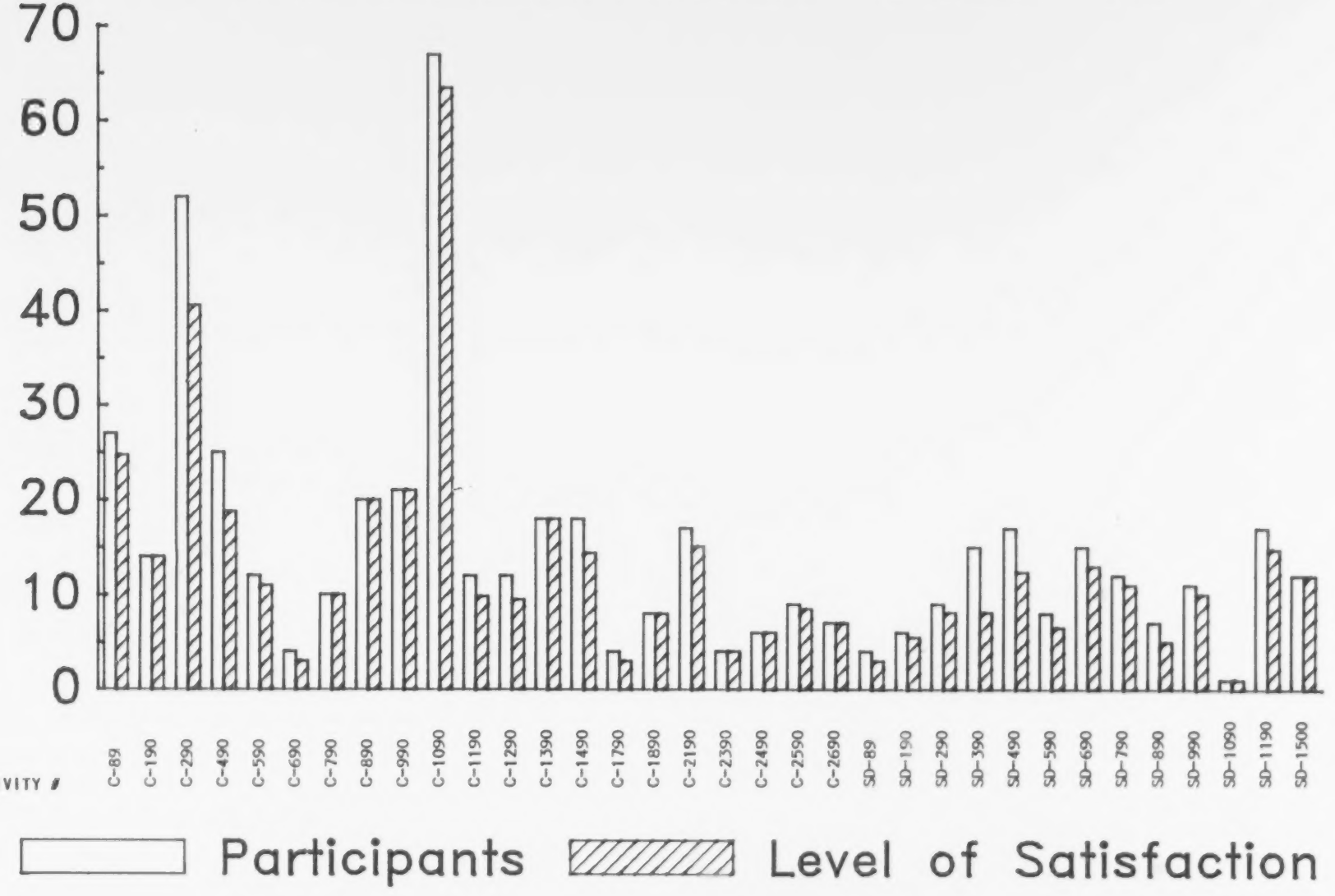
NEW FACULTY SERIES.5 (11-16-90) **SD-1090**
1 Respondent

Very positive reaction on all areas. The respondent expressed the desire to become involved in campus activities.

NEW FACULTY SERIES.6 **SD-1190**
AB1725 & AFFIRMATIVE ACTION (2/15/90)
17 Respondents

All aspects of the program received very positive reactions. Between 88.1% and 94.3% were satisfied with the program's content, length, timing and objectives, also with the presenters' knoledge, professionalism, method of presentation. 60.5% felt that the program helped them develop a clearer sense of their professional responsibility and 52.8% were stimulated to pursue the subject further. Adjectives used to describe the program include informative (14), interesting (6), helpful (5), thought-provoking, pertinent, excellent, assertive (2). The recommendation was made that a similar program be offered to continuing faculty.

FLEX and STAFF DEVELOPMENT FUNDED ACTIVITIES 1989–90



APPENDIX P

Each participant was asked to prepare in advance two, one-page position papers. The first paper, written from the participant's involvement or point of view, was to describe something at Cypress College that is "working," that is making the college an effective institution. The second paper was to describe or discuss an "unresolved" issue or "window of opportunity" that could make Cypress College a more effective institution. Participants were encouraged to use one paper to discuss an issue within their area, and the other to share their impressions of some other aspect or area of the college. The papers were collected, duplicated and published in an impressive book that was distributed (along with other materials) to all participants upon their arrival at the colloquium.

The Process

Participants were advised ahead of time that the colloquium would be conducted as a participatory group process. Following an opening session that included introductions, ground rules and tone-setting by the lead facilitators, participants were divided into predetermined small groups that were as heterogeneous as possible (male/female, administration/classified/faculty, different teaching disciplines and work areas, etc.). The first morning's group sessions were devoted to exploring the "working" papers. The afternoon groups (entirely reconstituted) focused on the "windows of opportunity" papers.

A values clarification exercise was the highlight of the after-dinner session, as participants were asked to defend their values in relation to problems that affect the entire college community. In addition, the group was provided with a list of potential agenda topics from issues that had emerged in the afternoon session. Later in the evening, participants competed on teams in a local version of the "College Bowl" and socialized informally.

The participants met in a large group session on the second morning to set the agenda for the day. Key topics were identified by a democratic voting procedure, and participants were then able to "vote with their feet" in terms of selecting those sessions which they wished to attend.

Outcomes and Action Plans

Those issues that were identified as most important to address at this time were: "Inviting Cultural Enrichment," "Building Trust," "Changing Attitudes Toward Change," "Communication," "Recycling and Conservation of Ecological Resources," "The 25th Anniversary Celebration," "Centralized Planning and Policy Review" and "Increasing Awareness of Programs and Services." Action plans were developed with the commitment to share the responsibility of moving toward solutions of those identified issues needing attention. Steps to be taken and a planned time frame were established and reported to the

North Orange County
Community College District

Cypress
and
Fullerton
Colleges

Flex Schedule
1990-91

Dr. Kirk Avery, President
CYPRESS COLLEGE
9200 Valley View St., Cypress, California 90630-5897
Instruction Office: (714) 826-2220, Ext. 332

Dr. Philip W. Borst, President
FULLERTON COLLEGE
321 E. Chapman Ave., Fullerton, California 92632-2095
Instruction Office: (714) 992-7023

CYPRESS COLLEGE STAFF DEVELOPMENT COMMITTEE:

Susan Britton, Chair ♦ Certificated
Deann Burch ♦ Classified
Kathyrn Fay ♦ Certificated (Adult Ed.)
Betty Germanero ♦ Classified
Arnette Guyer ♦ Management
Rosalie Janish ♦ Certificated
Larry Mercadante ♦ Administration
Susan Meyer ♦ Classified
Bill Parmenter ♦ Certificated
Carmelita Thomas ♦ Administration

CYPRESS COLLEGE FLEX COMMITTEE:

Susan Britton ♦ Certificated
Marsha Jeffers ♦ Certificated
Tony Jones ♦ Certificated
Larry Mercadante ♦ Administration
Susan Meyer ♦ Classified
Carmelita Thomas, Chair ♦ Administration

Kolleen Symmes ♦ Staff Development Secretary, Flex Calendar

FULLERTON COLLEGE STAFF DEVELOPMENT COMMITTEE:

John Ayala ♦ Administration
Brian Couron ♦ Certificated
Bob Grimes ♦ Classified
Dave Ibsen ♦ Administration
Diana Kelly ♦ Certificated
Jack Kirschenbaum ♦ Certificated
Kathy Stuart ♦ Classified
John Walker, Chair ♦ Administration

FULLERTON COLLEGE FLEX COMMITTEE:

Bob Grimes ♦ Classified
Diana Kelly ♦ Certificated
Jack Kirschenbaum ♦ Certificated
John Walker, Chair ♦ Administration

PRESENTERS AND COORDINATORS

CYPRESS:

Avery, Kirk
Berger, Ellen
Blanchard, Don
Boyle, Joe
Britton, Sue
Bruce, Kay
Chamness, Bob
Clamp, Elma
Clarke, Bill
Cooney, Carole
Cooney, Neill
Cooper, Tom
Dalton, Chester
Disney, Betty
Elsensohn, Carol
Glassman, Bill (FC)
Hebeling, Martin (FC)
Hickey, Denis
Hucker, Don
Jackson, Ruth
Jeffer, Marsha
Kubernick-Shapiro, Alice
Lubin, Tom
Marshall, Barbara
McClatchey, Marion
Nadell, Bob
Parelli, Bob
Phelan, Bob (FC)
Polk, Leslyn (Adult Ed.)
Row, Richard (Golden West College)
Russell, Barbara
Schneebeck, Carol
Stackhouse, Sally
Steller-Stout, Dorothy
Steveson, James
Sullivan, Susan (American Red Cross)
Thomas, Carmelita

FULLERTON:

Angelo, Tom (CSULB)
Brown, Flora
Chamness, Bob (CC)
Coles, Melba
Couron, Brian
Coxford, Lola
Davey, Julie
Do, Vy Trac
Eggers, Goldie
Fuqua, Doris
Germond, Jeanne
Glen, Todd
Hebeling, Martin
Hebson, Chris
Inman, Loreen
James, R. Lyle
Kelly, Diana
Kirschenbaum, Jack
Kiszley, Elizabeth
Leyson, Elizabeth
Marshall, Barbara (CC)
Phelan, Bob
Polk, Leslyn (Adult Ed.)
Shaw, Mary
Smith, Sandy
Stackhouse, Sally
Sullivan, Susan (American Red Cross)
Tackabury, Pam

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Cypress College
FLEX CALENDAR 1990-91

MANDATORY DAY: Wednesday, August 15, 1990

NEW FACULTY ORIENTATION
New faculty will be introduced to their mentors as well as to each other, to the College President, to Instructional Staff and to Cypress College Administrators. An orientation to the campus and information about school programs and procedures will follow. Lunch and refreshments will be served.

CYPRESS C-100	8:45 a.m. - 1 p.m.	W	Aug. 15
Coordinator	Sue Britton	Location:	Culinary Arts Bldg.

NEW ADJUNCT FACULTY ORIENTATION
After an introduction to Cypress College Administrators and extended day staff, new Adjunct Faculty will receive a presentation about the campus lay out and about procedures for evening instructors.

CYPRESS C-120	6 p.m. - 7 p.m.	W	Aug. 15
Coordinator	Carmelita Thomas	Location:	H-131

DIVISION MEETINGS
Each division will discuss procedures pertinent to its faculty and students.

CYPRESS C-130	7 p.m. - 9 p.m.	W	Aug. 15
Coordinators	Division Deans	Location:	Divisions

Thursday, August 16, 1990

ENGLISH DEPARTMENT MINI-CONFERENCE FOR ALL FULL-TIME AND ADJUNCT ENGLISH FACULTY
A one-day conference which will allow all English staff to come to know each other better as they share ideas about course content and methodology.

CYPRESS C-140	9 a.m. - 3 p.m.	Th	Aug. 16
Coordinator	Marsha Jeffer	Location:	Embassy Suites Hotel Buena Park

Friday, August 17, 1990

CAMPUS MEETING
The President and Vice Presidents will introduce new faculty and staff members, the NOCCCD Chancellor will provide a brief "State of the District" address, and selected divisions will give a one hour demonstration/tour of exemplary programs.

CYPRESS C-160	9 a.m. - 11 a.m.	F	Aug. 17
Presenters	Kirk Avery & Staff	Location:	Campus Theater

Saturday, August 18, 1990

EFFECTIVE TEACHING WORKSHOP FOR ADJUNCT FACULTY
Using the Great Teachers Seminar format adjunct faculty will have the opportunity to interact with their colleagues and to explore problems and issues related to the classroom situation. Enrollment limited to 35.

CYPRESS C-180	8 a.m. - 3:30 p.m.	Sat.	Aug. 18
Coordinator	Carmelita Thomas	Location:	La Palma Hospital

Monthly (September 1990 to May 1991)

APPLE/MACINTOSH TRAINING
15 to 20 hours of free instruction for Apple/MacIntosh Computers will be offered each month of the 1990-91 school year to all faculty and staff of the NOCCCD. The workshops will cover a variety of subjects, spanning from basic introduction to advanced graphics. Monthly calendars will be published by Staff Development. For more information please contact Dr. Kay Bruce, ext. 209.

CYPRESS C-200	To be announced on monthly basis	
Coordinator	Kay Bruce	Location: To be announced

Monday, January 21-Wednesday, January 23, 1991

LANGUAGE ARTS DIVISION RETREAT
The six departments that comprise the Language Arts Division will meet over a two day period to discuss greater coordination within the division and to establish guidelines for internationalizing the curriculum and to better serve the varied cultural groups present in Cypress College student population.

CYPRESS C-240	Depart Monday, Jan. 21 @ 3:30 p.m.	M-W Jan. 21-23
	Return Monday, Jan. 23 @ 1:00 p.m.	
	Location:	UCLA Conference Center, Lake Arrowhead

Tuesday, January 22-Friday, January 25, 1991

INSTRUCTIONAL SKILLS WORKSHOP
Under the guidance of two of their own colleagues 5 members of Cypress College faculty will explore and try out new ways to improve their instructional skills. **Enrollment limited to 10 participants** (2 separate sessions). Contact Staff Development Office (x 332) if interested.

CYPRESS C-260	9 a.m. - 3 p.m.	T-F	Jan. 22-25
Facilitators	A. Kubernick & T. Lubin	Location:	TE1-205

CYPRESS C-280	9 a.m. - 3 p.m.	T-F	Jan. 22-25
Facilitators	D. Hucker & R. Jackson	Location:	TE1-200

CYPRESS COLLEGE FLEX DAYS
Wednesday, January 23, Thursday, January 24, Friday, January 25, 1991

Wednesday, January 23, 1991

BEGINNING WORDPERFECT
Covers the basics of WordPerfect. At the end of the class you will feel comfortable creating, saving, printing, retrieving and editing documents. Centering, underlining, spell checking, blocking and moving will also be included. Prerequisites: None. **ENROLLMENT LIMITED TO 12.**

CYPRESS C-300	8 a.m. - 1 p.m.	W	Jan. 23
Instructor	Sally Stackhouse	Location:	Sci/Math 114 (North Lab)

MAKING BAD USE OF THE GOOD BOOK
This forum is for any instructor who has been "exasperated, annoyed, interrupted, proselytized" by students interested in advancing their own religious persuasion, not in learning, or participating in rational discussion of issues and topics. The presentation will provide an intellectual arsenal to help keep the legitimate classroom focus. Participants are requested to bring a copy of a sacred text.

CYPRESS C-320	8 a.m. - 12 p.m.	W	Jan. 23
Instructor	Denis Hickey	Location:	H-123

AMERICAN RED CROSS STANDARD FIRST AID
Participants will receive training for certification for cardiopulmonary resuscitation. They will also learn first-aid techniques for common emergencies. **Session limited to 10 participants**, per Red Cross requirements.

CYPRESS C-340	8 a.m. - 12 p.m.	W, Th	Jan. 23, 24
Instructor	James Steveson	Location:	TE2-207B

FIELD TRIP TO EXAMINE FAULTING AND EARTHQUAKES IN SOUTHERN CALIFORNIA
Explore the source of our recurrent tremblers under the expert guidance of our resident geologist. Transportation will be by bus. The group will leave campus at 9 a.m. and return by 3 p.m. **ENROLLMENT LIMITED TO 24 - $10 FEE TO ACCOMPANY SIGN-UP FORM.**

CYPRESS C-360	9 a.m. - 3 p.m.	W	Jan. 23
Instructor	Dorothy Steller-Stout	Location:	Travel

BODY LANGUAGE - FOREIGN LANGUAGE: UNINTENTIONAL INSULTS
A light hearted introduction to the variations of body language among different cultures. The presentation will give a brief review of often humorous, but potentially offensive, lapses of communication between members of different cultures. It will provide helpful hints for better communication with our increasingly multi-cultural student population.

CYPRESS C-380 9 a.m. - 11 a.m. W Jan. 23
Instructor M. McClatchey & C. Thomas Location: H-120

HIV DISEASES IN THE WORKPLACE: PREVENTIVE MEASURES
A presentation dealing with how to avoid the risk of exposure to HIV diseases, such as hepatitis and AIDS. The program is open to anyone who comes in contact with the public. Brochures and other literature will be distributed.

CYPRESS C-400 9 a.m. - 12 p.m. W Jan. 23
Instructor Susan Sullivan-American Red Cross Location: H-124

THE MYSTERY OF THE BUDGET
The intricacies and mysterious workings of the California Community College Financing System will be revealed by an experienced practitioner. The presentation will concentrate on the following topics: state finance legislation, state funding mechanisms, North Orange County Community College funding mechanisms.

CYPRESS C-420 1 p.m. - 3 p.m. W Jan. 23
Instructor Elma Clamp Location: H-125

TECHNOLOGY IN THE LIBRARY
Today's librarians will tell you proudly, "We've come a long way, baby." With CD Rom for periodical indexes and state-of-the-art on-line catalog the library has regained its role as the most important teaching/studying aid. Our Head Librarian will demonstrate how the library continues to be the best teaching partner and a valuable resource for faculty and staff. Refreshments will be served.

CYPRESS C-440 1 p.m. - 3 p.m. W Jan. 23
Instructor Chester Dalton Location: Library

NEW ADJUNCT FACULTY ORIENTATION
After an introduction to Cypress College Administrators and extended day staff, new Adjunct Faculty will receive a presentation about the campus lay out and about procedures for evening instructors.

CYPRESS C-450 6 p.m. - 7 p.m. W Jan. 23
Coordinator Carmelita Thomas Location: L-216

DIVISION MEETINGS (To be announced)

INTERMEDIATE WORDPERFECT
Will cover formatting, changing margins, tabs, spacing, page numbering, headers, footers, etc., as well as changing fonts, creating footnotes, using the thesaurus, search and replace, windowing and in depth work with reveal codes. Prerequisite: Beginning WordPerfect or comparable knowledge. **ENROLLMENT LIMITED TO 12.**

CYPRESS C-460	8 a.m. - 1 p.m.	Th	Jan. 24
Instructor	Sally Stackhouse	Location:	Sci/Math 114 (North Lab)

UNFINISHED BUSINESS: RACIAL JUSTICE AND ECONOMIC INEQUALITY
Continuing his successful series of forums on national issues, Joe Boyle will lead a discussion of Civil Rights in the U.S., from the 1960s to the present, including a prediction on the future trends of public policy.

CYPRESS C-480	9 a.m. - 12 p.m.	Th	Jan. 24
Instructor	Joe Boyle	Location:	H-123

ARE THEY LEARNING WHAT WE'RE TEACHING? CLASSROOM RESEARCH AND ASSESSMENT TECHNIQUES
This workshop will provide background information on Classroom Research and will give a hands-on demonstration of classroom assessment techniques. Participants will learn an effortless but systematic approach to the collection of information from students to determine what and how well they are learning in the classroom.

CYPRESS C-500	9 a.m. - 12 p.m.	Th	Jan. 24
Instructors	S. Britton & R. Jackson	Location:	H-124

ACADEMIC SENATE/CTA JOINT MEETING: SHARED GOVERNANCE OF FACULTY ACROSS THE DISTRICT
The Academic Senates of Cypress, Fullerton and Adult Education and the Directors of the United Faculty will meet to discuss and develop techniques to facilitate the multi-layered concerns of this multi-campus district. These concerns include priorities, timelines and procedures that will facilitate coordination and communication senate to senate, senates to bargaining unit, and faculty organizations to district. Any faculty member is encouraged to attend.

CYPRESS C-520	9 a.m. - 3 p.m.	Th	Jan. 24
Moderators	B. Marshall, B. Phelan, L. Polk, B. Chamness		
	Location: Anaheim Continuing Education Center		

ART IN L.A.
This field study will take you to a prominent Los Angeles Art Museum to examine the collection on display. An informative tour will be given to explain the significance of the art viewed. Information about the specific museum chosen will be sent to you prior to the end of fall semester. Transportation will be by bus. Will leave campus at 10:00 a.m., return by 3:00 p.m. **ENROLLMENT LIMITED TO 24 - $10 FEE TO ACCOMPANY SIGN-UP FORM.**

CYPRESS C-540	10 a.m. - 3 p.m.	Th	Jan. 24
Instructor	Betty Disney	Location:	Travel

INTERACTIVE MULTIMEDIA: VIDEO LASER DISC ENHANCED INSTRUCTION
A two-hour workshop to inform, demonstrate and provide hands-on experience with the exciting interactive video technology now available. Instructors will find it both purposeful and creative, useful for both instructor and students. Topics include: types of videodiscs, hands-on experience on how to load and operate the videodisc player using the remote control and the barcode reader, how to generate barcodes to control the laser disc player using the MacIntosh computer. A commercial HyperCard stack and "video laser disc player control" using the MacIntosh computer will be demonstrated to illustrate interactive multimedia's potential for enhancing instruction.

CYPRESS C-560	10 a.m. - 12 p.m.	Th	Jan. 24
Instructor	Don Blanchard	Location:	TE1-205

MAXIMUM BENEFIT FROM TAX-SHELTERED ANNUITIES
An in-depth seminar on how to get maximum benefit from tax-sheltered annuities. Topics to be covered include: how to secure a more comfortable retirement, changes in federal tax laws and their implications, finding crucial information on TSA actual returns, testing a TSA to determine if it is the right one, advantages and disadvantages of "annuitizing" a tax-sheltered annuity, alternatives to insurance company products.

CYPRESS C-580	1 p.m. - 2:30 p.m.	Th	Jan. 24
Instructor	Richard B. Row	Location:	H-123

CAN-ING YOUR COURSE (CALIFORNIA ARTICULATION NUMBERING SYSTEM)
The rapidly expanding California Articulation Numbering System (CAN) is a practical means to facilitate course articulation. This program will focus on what CAN is and isn't, how it works and the extent of its implementation at Cypress College.

CYPRESS C-600	1 p.m. - 3 p.m.	Th	Jan. 24
Instructor	Tom Cooper	Location:	H-125

TRAVEL/TEACH ABROAD

A group of experienced instructors who have led groups on study abroad programs will share their secrets and expertise on how to successfully teach a course on location in another country. The workshop is set up as an informal discussion to answer questions, provide information and present the benefits of teaching abroad for the instructor and his/her family.

CYPRESS C-620	2 p.m. - 4 p.m.	Th	Jan. 24
Instructors	E. Berger, B. Clarke, B. Glassman, C. Elsensohn, M. Hebeling, C. Thomas & guests	Location: H-124	

ADJUNCT ENGLISH FACULTY MEETING - BASIC SURVIVAL INFORMATION

Pertinent information regarding policies, procedures, placement, proficiency testing (for English 60) and curriculum will be presented. An opportunity for expression of concerns, questions and special needs of adjunct faculty will be included. Participants should come prepared to share a success story: a lesson, teaching strategy, discipline strategy, something that worked well in the classroom.

CYPRESS C-640	6 p.m. - 8 p.m.	Th	Jan. 24
Instructor	Carol Schneebeck	Location:	Language Arts Division Lobby

Friday, January 25, 1991

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT CYPRESS COLLEGE, BUT WERE AFRAID TO ASK

In an informal "town hall" type meeting Dr. Kirk Avery will give a brief presentation on the current status of the college, followed by an open question and answer period. Refreshments will be provided before the meeting.

8:30 - 9:00 a.m.	Coffee and calories		
9:00 - 9:30 a.m.	"Status of the College"		
9:30 -10:00 a.m.	Questions and answers		
CYPRESS C-650	8:30 a.m. - 10 a.m.	F	Jan. 25
Presenter	Kirk Avery	Location:	Campus Theatre Lobby

DIAGNOSTIC MEDICAL IMAGING PROCEDURES

A discussion of the efficacy of medical diagnostic imaging procedures. This lecture will present how to identify the indications for diagnostic imaging procedures, including Radiology C. T. Scanning, Magnetic Resonance Imaging (MRI), and Ultrasound. It will also point out the risks of such procedures to the patient.

CYPRESS C-660	8 a.m. - 11 a.m.	F	Jan. 25
Instructor	Bob Parelli	Location:	H-123

WHAT DO I DO? DISABLED STUDENTS IN MY CLASSROOM
This program will offer practical suggestions for accommodating students with learning disabilities, hearing impairments, visual limitations, mobility impairments and other disabilities in your classroom. Faculty/Staff selecting this workshop need to be prepared to actively participate.

CYPRESS C-680 9 a.m. - 11 a.m. F Jan. 25
Instructor Bob Nadell and Staff Location: H-125

PLAN PERFECT
Learn the basic of spreadsheets, how worksheets are set up, how to use them, how to enter labels, numbers and formulas so that PlanPerfect can produce the results you want. Different methods of tracking budgets will be part of this session as well as linking worksheets together to produce a summary report. You'll also learn how to graph your spreadsheet data and then incorporate that graph into WordPerfect. Methods of tracking/calculating students' grades will also be included in this session. Prerequisite: Beginning WordPerfect, preferably Intermediate Wordperfect. **ENROLLMENT LIMITED TO 12.**

CYPRESS C-700 9 a.m. - 2 p.m. F Jan. 25
Instructor Sally Stackhouse Location: Sci/Math 114 (North Lab)

CUBA 1990's - AFRICAN CULTURE IN CUBAN SOCIETY
Neill and Carole Cooney will explore African roots in Cuban culture as identified in its music, dance, religion and theater. Slides will illustrate the presentation and a discussion will follow.

CYPRESS C-720 11 a.m. - 2 p.m. F Jan. 25
Instructor Neill & Carole Cooney Location: H-124

CO-DEPENDENCY: A NEW BUZZ WORD FOR THE 90's??? A BAND WAGON TO JUMP ON? SOME MYSTERIOUS AFFLICTION? WHAT IS IT?
Come find out in a three hour flex day opportunity. We'll self-assess co-dependency characteristics, figure out how it effects teaching, and introduce some ideas of how to change co-dependent behavior.

CYPRESS C-740 12 p.m. - 3 p.m. F Jan. 25
Instructor Barbara Russell Location: H-123

Fullerton College
FLEX CALENDAR 1990-91

Tuesday, January 22, 1991

NEW ADJUNCT FACULTY ORIENTATION PROGRAM

The purpose of this workshop is to orient new adjunct faculty to Fullerton College. The program will include:

- An introduction to Fullerton College evening students: who they are, what they expect.
- A practical introduction to Fullerton College: administrative structure, facilities and resources, and services for faculty and students.
- A brief tour of the campus.

A first semester "Survival Kit" will be distributed, which includes the Part-Part-Time Faculty, the College Catalog, Class Schedule, a campus map, Policies Relating to Students, grading policies, and other pertinent information.

FULLERTON F-100	6 p.m. - 9 p.m.	T	Jan. 22
Moderator	Diana Kelly	Location:	Faculty Lounge

FULLERTON COLLEGE FLEX DAYS
Wednesday, January 23, Thursday, January 24, Friday, January 25, 1991

Wednesday, January 23, 1991

ALL CAMPUS MEETING

8:00 a.m. - 8:30 a.m.	Coffee and calories
8:30 a.m. - 11:30 a.m.	Meeting
MAIN SPEAKER:	Dr. Tom Angelo, Center for Teaching and Learning, California State University, Long Beach
TOPIC:	"Classroom Research: Improving Student Learning Where it Matters". This will be an interactive presentation.

FULLERTON F-120	8 a.m. - 11:30 a.m.	W	Jan. 23
Presenter	Tom Angelo	Location:	FC Campus Theatre

DIVISION AND DEPARTMENTAL ACTIVITIES

Some divisions and departments will schedule activities during this time. The divisions will inform you about the times and places.

FULLERTON F-140	AM - PM	W	Jan. 23
		Location:	Divisions/Depts.

AN INTRODUCTION TO THE INSTRUCTIONAL SKILLS WORKSHOP (ISW)
Can good teaching get better? Yes! The ISW consists of peers giving and receiving feedback to enhance teaching effectiveness in a caring, nurturing, FUN way. Learn the 10 minute mini-lesson format and experience how peer interaction enhances your teaching.

FULLERTON F-160	1:30 p.m. - 3:30 p.m.	W	Jan. 23
Facilitators	J. Kirschenbaum, L. Leyson, J. Germond, B. Couron	Location:	526

BEGINNING WORD PERFECT
Participants will learn the basics of WordPerfect. By the end of the class they will be able to create, save, print, retrieve, and edit documents. They will also learn to center, underline, spell check, block and move documents. Participants are encouraged to use 6-12 hours of additional flex time for practice.

FULLERTON F-180	2 p.m.- 5 p.m	W, Th	Jan. 23, 24
Instructor	Chris Hebson	Location:	Computer Lab (T-7)

PLAN PERFECT: AN INTRODUCTION TO WORD PERFECT'S SPREADSHEET PROGRAM
By the end of the workshop the participants will learn the basics of spreadsheets, including how these are set up, how to enter labels, numbers, and formulas. Different methods of tracking budgets and computing grades will be included in this session, as well as linking worksheets together to produce a summary report. Participants are encouraged to use 6-12 hours of additional flex time for practice.

FULLERTON F-200	6 p.m. - 9 p.m.	W, Th	Jan. 23, 24
Instructor	Sally Stackhouse	Location:	315

THE THREE-HOUR EVENING: HOW TO GET IT STARTED AND KEEP IT GOING
This workshop is designed for new and continuing part-time faculty who want to enhance their teaching effectiveness through effective course planning. The following topics will be covered:

- How to develop a course outline and class schedule.
- What to do on the first night of class.
- How to structure each class meeting to hold the interest and attention of students who have already put in a full day's work.

Course planning materials will be distributed.

FULLERTON F-220	3 p.m. - 6 p.m.	W	Jan. 23
Instructor	Diana Kelly	Location:	Faculty Lounge

PROGRAM FOR EXTENDED DAY INSTRUCTORS

Dr. Tom Angelo, of the Center for Teaching and Learning, California State University, Long Beach will present: "Classroom Research: Improving Student Learning Where It Matters". This will be an interactive presentation. (This session will be largely a repeat of the morning meeting).

6 p.m. - 7 p.m. Coffee and calories
7 p.m. - 9 p.m. "Classroom Research" presentation

FULLERTON F-240	6 p.m. - 9 p.m.	W	Jan. 23
Presenter	Tom Angelo	Location:	FC Campus Theatre

Thursday, January 24, 1991

DESKTOP PUBLISHING USING WORDPERFECT 5.1

Participants will learn how to turn their documents into works of art. They will create, delete, manipulate graphics boxes of all kinds. They will create superimposed boxes for special effects. They will learn to work with newspaper columns with graphics and lines, fonts, kerning, and leading. Participants are encouraged to set aside one to two hours of practice for every hour in the workshop.

FULLERTON F-260	9 a.m. - 1 p.m.	Th, F	Jan. 24-25
Instructor	Melba Coles	Location:	315

MACINTOSH COMPUTER ANIMATION: IT'S SHOW TIME!

MacIntosh animation combines video effects, graphics, text, sound, paint, and motion for dynamic presentations. Limited MacIntosh experience is required.

FULLERTON F-280	9 a.m. - 4 p.m.	Th	Jan. 24
Instructor	Todd Glen	Location:	722

FACULTY SENATE AND CTA MEETINGS

The Academic Senates of Cypress, Fullerton, and Adult Education and the Board of Directors of the United Faculty will meet to discuss and develop techniques to facilitate the multi-layered shared governance concerns of this multi-campus district. These concerns include priorities, timelines, and the process that will effectively serve senate to senate, senates to bargaining units, and faculty organizations to district. Any faculty member is encouraged to attend. This will be a regular Academic Senate meeting and all members are expected to attend.

FULLERTON F-300	9 a.m. - 2 p.m.	Th	Jan. 24
Moderators	B. Chamness, B. Phelan, B. Marshall, L. Polk	Location:	Anaheim Continuing Education Center

EFFECTS OF ADDICTIVE BEHAVIOR IN THE CLASSROOM
Members of the panel will share basic knowledge about the issues of addictions. They will tell how addictive behavior affects individuals and their relationship to others and their performance in the academic environment.

FULLERTON F-320	9 a.m. - 2 p.m.	Th	Jan. 24
Moderator	Mary Shaw	Location:	Faculty Lounge

FOCUS ON THE 90'S: AN OVERVIEW OF ORANGE COUNTY BUSINESS AND INDUSTRY
This presentation will focus on what prospective job applicants need to know about the changing workplace. Included will be a videotape presentation depicting the changing management styles of a leading high tech computer company. This presentation is part of the VEA Career Shadowing Project I.

FULLERTON F-340	9 a.m. - 11 a.m.	Th	Jan. 24
Instructor	Lola Coxford	Location:	313

COLLABORATIVE TEACHING
This activity is an opportunity to use your own experience to share teaching methods and discuss concerns with faculty from other disciplines. Part A is fulfilled by attending the workshop on January 24. Part B is fulfilled during any non-duty time by visiting classes of two other faculty from other disciplines and then getting together to discuss observations and possibilities for collaborative assignments. The total amount of flex time will be 10 hours.

FULLERTON F-360	9 a.m. - 2 p.m.	Th	Jan. 24
Instructor	Liz Kiszely	Location:	527

PEOPLE SKILLS IN EDUCATION
Proven techniques for improving communication, making people feel important, how to challenge people effectively, and nine rules for effective leadership.

FULLERTON F-380	1 p.m. - 4 p.m.	Th	Jan. 24
Instructor	R. Lyle James	Location:	515

HIV DISEASES IN THE WORKPLACE: PREVENTIVE MEASURES
A presentation dealing with how to avoid the risk of exposure to HIV diseases such as hepatitis and AIDS. Brochures and other literature will be distributed.

FULLERTON F-400	1 p.m. - 3 p.m.	Th	Jan. 24
Instructor	Susan Sullivan, American Red Cross		
		Location:	311

FULLCAT AND THE FULLERTON COLLEGE LIBRARY
Join us for a tour of the library of the future, including an introduction to computerized periodical searching. The main emphasis will be on Fullcat, the key to the library's holdings, with detailed hands-on instruction, including a customized bibliography.

FULLERTON F-420	6 p.m. - 9 p.m.	Th	Jan. 24
Instructor	S. Smith & G. Eggers	Location:	Library

HOW TO INCORPORATE NEW TEACHING TECHNIQUES: CLASSROOM RESEARCH AND COOPERATIVE LEARNING

Tom Angelo will address the merits of Classroom Research during the Spring opening meetings on Wednesday. Vincent Tinto, our guest speaker before the start of the fall semester, pointed out that Cooperative Learning is a major new way to enhance teaching effectiveness and improve student retention. In this session you will learn how to incorporate these interactive methods in your class to increase student learning and critical thinking.

FULLERTON F-440	3 p.m. - 6 p.m.	Th	Jan. 24
Instructor	D. Kelly & J. Kirschenbaum		
		Location:	Faculty Lounge

Friday, January 25, 1991

VIETNAMESE CULTURE

An introduction to Vietnamese culture and its implications in the education of Vietnamese students at Fullerton College.

FULLERTON F-460	9 a.m. - 12 p.m.	F	Jan. 25
Instructor	Vy Trac Do	Location:	311

NORTH ORANGE COUNTY GREAT TEACHERS MINI-SEMINAR

A stimulating, interactive sharing of successful teaching ideas from across the disciplines. As a participant please bring (1) 30 copies of a one-page description of a teaching innovation that did or did not work (2) a book that has influenced you personally or professionally (these books will become our browsing library for the day and will be returned to you). The retreat will take place at an off-campus location, where lunch will be provided.

FULLERTON F-480	9 a.m. - 2 p.m.	F	Jan. 25
Facilitators	Flora Brown, Loreen Inman, Pam Tackabury, Doris Fuqua	Location:	To be announced

HOW TO CONDUCT AN OVERSEAS ACADEMIC PROGRAM

This program will cover the many aspects and considerations involved in organizing a travel-study course or a semester abroad program. Dr. Hebeling, will share his vast experience gained while teaching summer courses in European history in Europe as well as those gained while he was Fullerton instructor in the Cypress-Fullerton semester in Salzburg, Austria in the fall, 1989.

FULLERTON F-500	9 a.m. - 12 p.m.	F	Jan. 25
Instructor	Martin Hebeling	Location:	528

FREELANCE WRITING: HOW TO GET PUBLISHED

Julie Davey, a published author of articles in magazines, newspapers, and educational journals presents a "how to" session for faculty and staff. Some information will also be provided for those interested in writing and publishing fiction.

FULLERTON F-520	1 p.m. - 3 p.m.	F	Jan. 25
Instructor	Julie Davey	Location:	311

ERIC CLEARINGHOUSE FOR
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